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THE STEREOTYPE OF THE MALE HIGH SCHOOL TEACHER
HELD BY GRADE TWELVE STUDENTS IN ALBERTA

BY



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A THESIS

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FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read,
and recommend to the Faculty of Graduate Studies for
acceptance, a thesis entitled "The Stereotype of the
Male High School Teacher Held by Grade XII Students
in Alberta" submitted by James D. Stafford in partial
fulfilment of the requirements for the degree of
Master of Education.

ABSTRACT

The main problem of this study was to determine the stereotype of the male high school teacher held by Grade XII students in Alberta. The sub-problems included a comparison of the teacher's stereotypes held by:

- (a) Grade XII students who planned to become teachers and those who did not;
- (b) Grade XII students in urban and rural communities;
- (c) Grade XII male and female students;
- (d) Grade XII students in five classes in the socio-economic status scale;
- (e) Grade XII students in four academic achievement groups.

The sample consisted of 245 randomly selected students who planned to write one or more Grade XII Departmental examinations.

The responses indicated that the students had a favorable stereotype of the male high school teacher. They believed he was thirty-four years old, married with two children and drove a late-model Chevrolet. They thought he owned his home which was comfortably and modestly furnished. For recreation, he enjoyed reading, hunting, fishing and watching football games. The students thought he was satisfied with his job and fairly well integrated

into his community. They believed he earned about \$5,900 annually. They ranked the teacher above the average man in all the thirty-two personal traits listed in the questionnaire. The most outstanding characteristics imputed in the stereotype were honesty, reliability, carefulness, courteousness, fairness, thoughtfulness and sincerity.

The stereotypes held by the various sub-groups differed significantly in only a few items. Females thought the teacher was fairer than did males. Higher achievers tended to see him as more active than did lower achievers. Students who considered entering the teaching profession credited him with higher moral standards than did other students. Students with higher socio-economic class backgrounds believed that the teacher received a higher salary than did students with lower class backgrounds, but the latter group thought he was more interested in his work, easier to get to know and more open-minded. Urban students thought the teacher was older and had fewer children than did rural students, but rural students thought he was softer and more sociable.

The general conclusion can be made that the male high school teacher's stereotype held by Grade XII students is favorable, but that it could be improved with respect to the students' concepts of the teacher's salary, ambition and leadership in the community.

ACKNOWLEDGEMENTS

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CHAPTER I

THE PROBLEM AND THE PURPOSE OF THE STUDY

I. THE PROBLEM

The teaching profession chronically suffers from a shortage of qualified teachers, and the demand for qualified teachers is increasing. Table I indicates the increased demand for degree teachers by showing that enrolment in Grades 9-12 has almost doubled in the ten year period 1957-1967.

TABLE I
ENROLMENT IN ALBERTA SCHOOLS, 1957-1967*

Year	Total Enrolment	Grades 9-12 Enrolment	Per Cent of Total Enrolment in Gr. 9-12
1957-58	247,219	51,075	20.66
1958-59	261,554	55,580	21.25
1959-60	277,920	59,503	21.41
1960-61	294,435	65,100	22.11
1961-62	312,684	72,511	23.19
1962-63	326,457	78,186	23.95
1963-64	339,810	83,593	24.60
1964-65	356,371	89,812	25.25
1965-66	368,136	93,985	25.53
1966-67	379,893	97,582	25.95

* Sixty-second Annual Report of the Department of Education of the Province of Alberta, 1967 (Edmonton: Queen's Printer, 1968), pp. 208, 210.

In 1966-67, most of Alberta's teaching force was female, only 36 per cent of the teachers being males.¹ Alberta's urbanization will add to the teacher shortage problem because it will intensify competition for female workers -- with a resulting loss in the proportion of females entering teaching.² One method of compensation for this loss would be to attract more males to the teaching profession. To do this, the profession must compete with engineering, scientific and technical jobs, all of which have a greater attraction to male graduates of secondary schools.³ One necessary method of overcoming this obstacle has been echoed in many journals; teaching, as a profession, must gain in social prestige.⁴ The teacher

¹Sixty-second Annual Report of the Department of Education of the Province of Alberta, 1967 (Edmonton: Queen's Printer, 1968), p. 215.

²A Teacher Shortage in Alberta. A brief prepared by the Faculty of Education, University of Alberta, January, 1953, p. 6.

³Jack Culbertson, "Recruiting Candidates to Prepare for Positions of Educational Leadership" (University Council of Educational Administration, January, 1965). (Mimeographed).

⁴J. D. Aikenhead, "To Teach or Not to Teach," The Alberta Journal of Educational Research, 11:3 (September, 1956), p. 184; S.C.T. Clarke and W. Pilkington, "Why Teaching is Chosen as a Career," The Alberta Journal of Educational Research, IX:1 (March, 1955), p. 51; Thomas H. Murray, "An Investigation into the Annoyances and Frustrations Which Cause Alberta Teachers to Quit Teaching," The Alberta Journal of Educational Research, IX:3 (September, 1955), p. 32.

image in the eyes of male students who have planned for professional careers has not been favorable enough to attract them to teaching. Such an image has had a depressing effect on the ability of the teaching profession to compete with other fields in attracting talented young people. It also has adversely affected the morale and satisfaction experienced by people who have chosen a career in teaching.⁵

The way in which the individual is perceived by others determines, to a large degree, the way that he perceives himself.⁶ Deutsch and Solomon showed that people have negative as well as positive evaluations of themselves.⁷ A positive evaluation leads to pride in one's work and high morale in a group, while negative evaluation results in self-derision and low group morale. Westwood suggested that a negative self-evaluation can weaken the teacher's motivation to perform to the best of his ability and may cause him to reject identification with teaching as an occupation.⁸

⁵T. Caplow, The Sociology of Work (Minneapolis: University of Minnesota Press, 1954), p. 133.

⁶Morton Deutsch and Leonard Solomon, "Reactions to Evaluations by Others as Influenced by Self-evaluations," Sociometry, XXII (1959), p. 98.

⁷Ibid., p. 97.

⁸L. J. Westwood, "The Role of the Teacher, I," Educational Research, IX:2 (February, 1967), p. 129.

The image of the teacher as portrayed in literature, motion pictures, television and drama in the past two decades has discouraged positive self-evaluation of teachers. They are members of a professional group, and as such are vulnerable to public criticism:

Highly visible, moderately privileged, partially isolated and responsible in the exercise of their authority for some of the major woes of their fellow men, professional men are logical targets for popular aggression.⁹

Added to this burden is the traditional teacher stereotype:

... A stern, elderly old maid who dressed conservatively if not matronly, with a severe hair style, whose sole means of entertainment consisted of attending teas and church affairs, who was never seen with a man unless he was a minister and whose whole life was wrapped up in her profession.¹⁰

Sybil Shack suggests three distinct teacher stereotypes: the first is "Miss Grundy;"

Stiff and angular, with unfashionable clothes, skirts to the ankle, high-boned collars, hair tightly pulled back, sharp nose, watery eyes, receding chin, and the enemy of everything young and modern and effervescent. Now and then she unbends a little to show that somewhere in the sack

⁹Caplow, op. cit., p. 135.

¹⁰Willard Waller, The Sociology of Teaching (New York: Russel and Russel, 1932), p. 418, cited by John Henry Chilcott, "A Study of Teacher Role and Expectation" (unpublished Ph. D. Thesis, University of Oregon, June, 1958) (Ann Arbor, Michigan: University Microfilms, L. C. Card No. Mic 58-1171), p. 142.

of bones a heart is concealed. But generally she is someone to be circumvented and placated, a necessary evil accompanying the process of education.¹¹

The second is "Mr. Squeers, as old as Nicholas Nickleby ... cruel, sadistic, petty;" and the third, also a male, she names "Uncle Tom ... poor, bumbling, timid, defeated."¹²

Leo Gurko describes three stereotypes of the male teacher:

A stern task-master wielding a hickory stick with more vigor than justice; an absent-minded pedagogue, fumbling with his glasses and constantly hoodwinked by his pupils who are always far more alert than he; or the inept figure unable to earn a living at any of the respectable masculine professions.¹³

The teaching profession must accept and understand these hindrances without becoming self-critical and self-disparaging. Whatever may have been in the past, the status and stereotype of the teacher has greatly improved throughout North America in recent years, as indicated by research and literature on the topic (Infra, pp. 15, 16). Higher training requirements, improved methods of teaching, increased salaries, and most

¹¹Sybil Shack, Armed with a Primer (Toronto: McClelland and Stewart Limited, 1965), p. 13.

¹²Ibid., p. 14.

¹³Leo Gurko, Heroes, Highbrows and the Popular Mind (New York: Bobbs-Merrill Company, Inc., 1962), p. 95.

important, a societal need for education,¹⁴ have improved the teacher image.

II. PURPOSE OF THE STUDY

Main Purpose

The main purpose of this study was to determine the male high school teacher stereotype held by grade XII students in Alberta in 1965.

Sub-purposes

Other purposes included a comparison of the male high school teacher stereotype held by:

- (a) grade XII students who plan to become teachers and those who do not;
- (b) grade XII male and female students;
- (c) grade XII students in urban and rural communities;
- (d) grade XII students in five classes in the socio-economic status scale;
- (e) grade XII students whose marks in their previous school year averaged below 50 per cent, 50-64 per cent; 65-79 per cent; and those who averaged 80 per cent or better.

¹⁴Caplow, op. cit., p. 30.

III. SUMMARY AND ORGANIZATION OF THE REMAINDER OF THE THESIS

The teaching profession is faced with the problem of recruiting an adequate number of qualified male teachers. One reason for this might be that students have an unfavorable stereotype of the teacher. The main purpose of this research is to discern the stereotype of the male high school teacher as held by Grade XII students. The sub-purposes are to discern the stereotype of the male high school teacher as held by sub-groups of Grade XII students.

The remainder of the thesis is organized in the following way:

- | | | |
|-------------|----|---|
| Chapter II | -- | Review of the Literature, |
| Chapter III | -- | Research Methods, |
| Chapter IV | -- | Analysis of Responses of all
Students, |
| Chapter V | -- | A Comparison of the Responses
of the Different Sub-Groups, |
| Chapter VI | -- | Summary, Discussion, Implications
and Recommendations. |

CHAPTER II

REVIEW OF THE LITERATURE

A survey of the literature dealing with the images of teachers is presented in this chapter. The first part of the chapter deals with the teacher image as portrayed in mass media while the second part deals with the teacher's stereotype as held by various publics.

The Teacher's Image as Portrayed by the Mass Media

Erskine investigated forty-six Broadway plays presented between 1920 and 1950.¹ Teachers were characterized as maladjusted in 66 per cent of the cases; as having economic troubles in 37 per cent; as experiencing sexual tension in 33 per cent; and as being poorly clothed in 19 per cent.² Erskine stated that 55 per cent of the teachers were treated with sympathy, but more a pitying sympathy than an admiring sympathy,³ and concluded that the characterization of teachers in Broadway plays did damage to the status of the profession.⁴

¹A. H. Erskine, "An Analysis and Evaluation of the Characterization of American Teachers in Broadway Productions, 1920-1950" (unpublished Doctoral dissertation, New York University, 1951).

²Ibid., p. 146.

³Ibid., p. 151.

⁴Ibid., p. 162.

Foff examined the teacher stereotype in American novels.⁵ He selected sixty-two novels published since 1900, twenty-two of them since 1945. He found the typical male teacher to be thirty-five years of age, unmarried, gaunt in appearance, with a "grey look of weary hunger." His suit was grey, loose and shabbily respectable.⁶

Although the teacher's relations with members of both sexes were considered "normal", women did not consider him a "real" man, but "emasculated and harmless."⁷ In social status, the teacher played a minor role among the other adults in the community,⁸ had few male friends,⁹ and "was the object of an ambivalent attitude wherein rejection was markedly ascendant."¹⁰ His socio-economic status was on the borderline between middle class and upper-lower class.¹¹ Foff concluded that the stereotype of the school teacher harmed the profession. He maintained that an effect was to attract this type to the profession and produce more of the type within it.¹²

⁵ Arthur Foff, "Teacher Stereotypes in the American Novel" (unpublished Doctoral dissertation, Stanford University, 1963).

⁶Ibid., p. 247. ⁷Ibid., p. 256. ⁸Ibid., p. 247.

⁹Ibid., p. 253. ¹⁰Ibid., p. 256. ¹¹Ibid., p. 257.

¹²Ibid., p. 272.

Schwartz studied the characterization of teachers in motion pictures and found an image similar to those portrayed in Broadway plays and in novels.¹³ He reported that the educator could rarely combine a "compatible romantic involvement with: (1) remaining in the teaching profession, and (2) a romantic partner with the same or more formal education."¹⁴

Gerbner studied fifty-six fiction stories dealing with teachers or schools in The Saturday Evening Post.¹⁵ He found that most teachers were alien to the community, and were in conflict with the community or with individuals in the community.¹⁶ They were frequently portrayed in material and financial difficulty, a problem which one-third of all teacher characters solved by quitting the profession.¹⁷

The Teacher's Image Held by Various Publics

As part of an investigation into the teacher shortage crisis, a committee appointed by the Canadian

¹³Jack Schwartz, "The Portrayal of Educators in Motion Pictures, 1950-58," The Journal of Educational Sociology, 34:2 (October, 1960), p. 85.

¹⁴Ibid.

¹⁵George Gerbner, "Smaller Than Life: Teachers and Schools in the Mass Media," Phi Delta Kappan, 44 (February, 1963), p. 204.

¹⁶Ibid.

¹⁷Ibid.

Education Association sent questionnaires to Canadian high school students, teachers-in-training and experienced teachers in 1948.¹⁸ These three groups were asked to rank eight occupational groups -- farmers, dentists, bankers, teachers, lawyers, dry goods merchants, electrical engineers and hotel managers -- with respect to eight given traits.¹⁹ The three groups ranked the teacher highest in "usefulness to the community" and lowest in "respect shown him by the community." High school students ranked him highest in "usefulness to the community" and lowest in "yearly income he should have." Despite these seeming contradictions, the average rank of the teacher was relatively high on all traits.

More recently in Ontario, MacDonald Research Limited carried out a study of the social status and public image of the secondary school teacher.²⁰ They found that the secondary school teacher ranked high among occupations in his ability to contribute to community welfare, was considered middle class to upper class, pursued a recommendable vocation, and had a public image that ranked favorably

¹⁸The Status of the Teaching Profession. A Report of the Canadian Education Association's Committee, September, 1948, p. 2.

¹⁹Ibid., p. 93.

²⁰The Status of the Secondary School Teacher in Ontario (A symposium prepared by the Ontario Secondary School Teachers' Federation. Toronto: W. J. Gage Limited, 1961).

compared to the general norm. He was valued for his honesty, reliability, tolerance, high moral standards, sincerity, culture, knowledge, and good citizenship. The only major areas of criticism were that he was too self-important, tried to impress people too much, and was somewhat lacking in warmth and friendliness.²¹

The research findings of O'Dowd and Beardslee indicated that school teaching as a professional role for men was quite highly regarded by college undergraduates.²² Twelve hundred students in three liberal arts colleges shared an image of the teacher dominated by the limitations on his social and economic standing in the community. The teacher was rated not well-to-do, lacking in opportunity for advancement, and relatively low in social status and power in public affairs. Even his wife was only neutral on a scale from pretty to not pretty. A second prominent feature of the school teacher was his lack of strength, activity, hardness, assertiveness and confidence. According to the students, the teacher did not play poker or become involved in activities that had a cast of vigorous masculinity. At the same time, he was realistic about

²¹Ibid., pp. 97-98.

²²David C. Beardslee and Donald W. O'Dowd, "The Student Image of the School Teacher," Phi Delta Kappan, XLII:6 (March, 1961), pp. 250-54.

life and adaptable in habits. He was fully in touch with real problems, but his role did not call for or permit the expression of strong, vigorous sentiments.

Foremost among the many positive features associated with the teacher was his unselfish devotion to people. Students saw the school teacher as a self-sacrificing public servant who performed a most valuable public service and who was rewarded mainly by the sense of satisfaction that he derived from his work. This was reflected in the very high score he received on "having a happy home." Associated with these traits was a good deal of sensitivity and wisdom. The teacher was rated as reasonably intelligent, but this was overshadowed by the great capacity of the teacher to draw on experience to guide and direct others -- essentially his behavior represented the highest order of good judgment. The teacher was also perceived as a person concerned with artistic and cultural matters. The teacher certainly belonged to the community of cultured people, but he was by no means a leader in this company. The teacher was rated somewhat high in emotionality and low in impulse. He was seen as a moderately sociable person, but he would not be rated as gregarious. Rather, the teacher was the pleasant and friendly neighbor who chatted over the back fence but rarely invited you in for a drink. The style of the teacher was seen as relatively individualistic and at

the same time quite conservative. The teacher went his own way, but he rarely chose to be flamboyant or excessive in his personal tastes.

According to college students, then, the teacher was an unselfish, wise, sensitive, thoughtful, intelligent person whose material and social success was very limited. The male teacher was both soft and sensitive; in these respects his masculinity was suspect in spite of the rather close attention to real and concrete problems that was required of him. Apparently, these were seen as problems to be faced by women, not men. The teacher was an independent, friendly person who devoted time and energy to his family and perhaps a limited circle of conservative friends. He read, he attended to art and music, and he derived most of his pleasure from the rewards intrinsic in his work.²³

In another study, Dutton and Keislar surveyed nine hundred high school seniors in Southern California. They found that the boys in their survey -- and the girls to a lesser extent -- were concerned with the low reimbursement they thought they would get if they became teachers.²⁴ The boys believed that they would have to live in a smaller

²³Ibid.

²⁴Wilbur H. Dutton and Evan R. Keislar, "Attitudes Toward Teaching," The Journal of Teacher Education, 12:2 (June, 1961), p. 170.

house, drive a less desirable car, and generally maintain a lower social status.²⁵

Belock, examined the social pressures exerted on high school students when they indicated a desire to become teachers.²⁶ He surveyed forty-eight students enrolled in the College of Education, Arizona State College. Seventy per cent of the respondents reported that their peers reacted unfavorably when told of the respondents' plans to become educators.

Summary. Investigations of literature and drama in the United States revealed an image of the teacher who was poor, maladjusted and feminine. He had few friends and was only a peripheral member of the community. Fiction characterizes many work groups cruelly so other professions would also find their images in fiction humiliating.

Other investigations revealed a more favorable image of the teacher. The Canadian Education Association's Committee found that the teacher compared favorably with other occupational groups although traditional beliefs in the teacher's high morality and low wages prevail.

The Ontario investigation by MacDonald Research

²⁵Ibid.

²⁶Michael U. Belock, "Social Pressures and Prospective Teachers," Journal of Teacher Education, 13:1 (March, 1962), p. 76.

Limited placed the secondary school teacher in the upper-middle class, strong in character, but lacking in a few personal qualities such as modesty, warmth, and friendliness.

The university students that O'Dowd and Beardslee surveyed believed that the teacher was intelligent, cultured, sensitive, and happy. They saw a few negative characteristics such as a lack of assertiveness and masculinity, and low social and economic status in the community.

Dutton and Keislar's study, along with Belock's, revealed the low recruiting power of the teaching profession. High school seniors in the former study believed the teacher's status and salary were low, while students in the latter study experienced negative peer reactions to their stated aspirations to become teachers.

CHAPTER III

RESEARCH METHODOLOGY

This chapter provides a description of the research methods used in this study. It provides a rationale for the selection of the sample and the construction of the instrument. It describes the pilot study, sampling procedure, methods of analysis, delimitations, limitations, definitions and hypotheses.

I. THE SAMPLE

Grade XII students were a desirable population from which to take a sample because their stereotype of a teacher directly affects recruitment into the teaching profession. Another advantage in choosing grade XII students was that the Department of Education had a list of addresses of all grade XII students; this facilitated the selection of a random sample and provided a complete mailing list.

One disadvantage in choosing grade XII students was that as a group they tend to have less conformity in their concepts than do students in other grades because the senior students are beginning to identify with the adult world rather than with the group to which they have

belonged for the previous twelve years.¹ This group was retained as the population after the pilot study revealed that a reliable response to the stereotype profile required more maturity than was manifested by students in lower grades.

The total population of students writing grade XII Departmental Examinations in Alberta in June, 1965 was approximately twenty-one thousand. To determine an accurate minimum representative sample was impossible because the profile employed an ordinal scale and because the variance of the results was unknown. A sample of three hundred and fifty students was chosen to be a more than adequate representation and an ideal number (considering non-returns) to treat with the chi-square test.² The students were chosen randomly from the files of the Department of Education with the aid of a table of random numbers.

II. THE INSTRUMENT

A stereotype, being a "picture in one's head,"³ is

¹Reference made by Dr. E. MacConnell, Associate Professor of Sociology, University of Alberta, to research he had done, personal interview, March, 1963.

²Statement made by Dr. J. D. Ayers, Associate Professor of Educational Psychology, University of Alberta; and by Dr. V. R. Nyberg, Co-Ordinator of Testing and Research, Department of Education, Alberta, April, 1963.

³Allen L. Edwards, "Studies of Stereotypes: The Directionality and Uniformity of Responses to Stereotypes," The Journal of Social Psychology, XII:357 (1940).

a difficult concept to analyze. An individual may not truly know the stereotype he has of a group; or if he does know, he may be reluctant to divulge it, or may reveal a stereotype which he does not have. Nevertheless, the stereotype which an individual reveals to others is just as important to the social scientist as is the covert image, because the overt image is the one to which others are exposed.

To establish what the stereotype of the male high school teacher was, a profile was constructed, touching upon the social status and personal characteristics of the male high school teacher.* The choice of these two dimensions was arbitrary, but it was felt that these are essential components of a work group stereotype. Vinacke suggests that a stereotype consists of physical, personality and intellectual traits, but he is referring to racial stereotypes.⁴ Work group stereotyping would less likely entail physical characteristics (although some work groups such as basketball players or artists would retain physical characteristics as an essential part of their stereotype) and would emphasize personal and social behavior to a greater degree.

⁴W. Edgar Vinacke, "Stereotypes as Social Concepts," The Journal of Social Psychology (1957), 46:238.

*See Appendix.

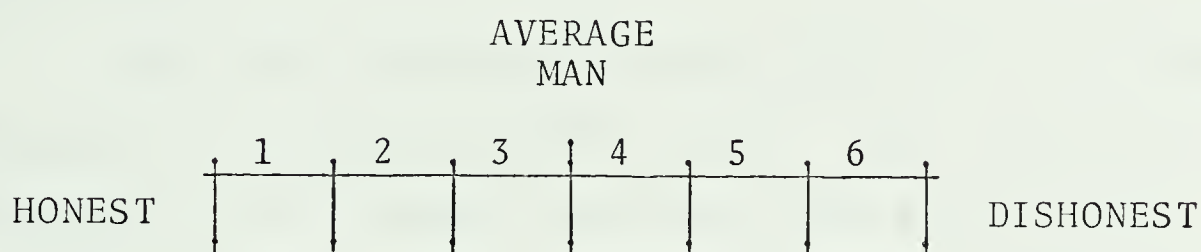
No framework of items could be found in the existing literature which would give a complete stereotype of the teacher, so adjectives and phrases were chosen which were believed pertinent. A more rigorous approach to obtaining the items would be to analyze students' essays on "The Typical Male High School Teacher in Alberta," choosing those qualities which were mentioned most often, but this would have placed the teacher in a classroom setting where (1) students would be more likely to relate the stereotype to a teacher of their acquaintance, and (2) students might impute classroom-oriented characteristics rather than family- and friend-oriented characteristics. The profile in this research attempted to depict the image of the male high school teacher in the context of his home and community.

The first part of the questionnaire dealt with the teacher's age, marital status, family size -- the more neutral aspects of the teacher's image which would help the respondent clarify his concepts before answering the more subtle questions on his character and personality.

The second part of the questionnaire dealt with the teacher's social and economic status. All of the questions in the first two parts of the questionnaire were original although the idea of examining the teacher's status, friendships and interests came from the references mentioned in Chapter II.

The third part of the questionnaire dealt with the teacher's personal qualities. These were examined with the aid of a set of thirty-two bipolar adjectival scales, constituting a semantic differential measure of the teacher's personality and character.

Each bipolar adjectival scale consisted of six cells, as illustrated in the following example:



The respondent was expected to mark an 'X' in the cell which most closely defined his idea of how honest the typical male high school teacher was. A response in cell #1 supposedly indicated that the respondent thought the typical male high school teacher was much more honest than the average man. Similarly, an 'X' in cells #2 or #3 indicated that the respondent thought the teacher was quite a bit more honest or slightly more honest, respectively, than the average man. An 'X' in cells #4, #5, #6 indicated that the respondent thought the teacher was slightly more dishonest, quite a bit more dishonest or much more dishonest, respectively, than the average man.

Osgood, Suci and Tannenbaum did extensive research on the reliability and validity of semantic differential

measures. With regard to an assumption that the intervals are equal, they tested a six-interval scale and found that cell #2 was on the average less than half the length of cell #5.⁵ They also found that the intervals at the extremes of the scale tended to be larger than intervals in the middle and that intervals near the positive adjective were consistently larger than intervals near the negative adjective.⁶

They also investigated the reliability of subjects' responses on a seven-interval scale. They found that the probability of a student deviating from his original response by one or more intervals was .46 and the probability of his deviating by two or more intervals was .13.⁷ In other words the average error of measurement was less than a single scale unit.

Osgood, et al., also attempted to measure the validity of the evaluative factor of the differential as a measure of attitude. They correlated responses to the differential with responses to a Guttman scale and found that the reliabilities of both instruments were about equivalent.⁸ A comparison of the differential with a

⁵Charles E. Osgood, George J. Suci and Percy H. Tannenbaum, The Measurement of Meaning (Urbana: University of Illinois Press, 1957), p. 148.

⁶Ibid., p. 150. ⁷Ibid., p. 132. ⁸Ibid., p. 193.

Thurstone scale produced the same results.⁹

The preceding discussion about research of semantic differentials does not pretend to prove the validity or reliability of the differential used in this research. Rather, it is quoted to indicate the strengths and weaknesses of semantic differential instruments.

No standardized semantic differential instrument was available for use in this or any other research. The nature of the research dictates the scales the investigator must choose; he must use his own judgment in making the choices. Osgood suggests that the investigator should try to select concepts that reveal individual differences in the perceptions of the respondents.¹⁰ He also states that the continuum of bipolar adjectives should have a single unitary meaning to the respondent and that the adjectives should be familiar to him.¹¹

The bipolar adjectives used in the present research were borrowed from the Ontario study, and the research of O'Dowd and Beardslee, Foff and Erskine, cited in Chapter II. The semantic differential instrument was placed at the back of the questionnaire so that the student's image of the teacher, which supposedly crystallized as the student worked through the instrument, would have developed fully

⁹Ibid., p. 194.

¹⁰Ibid., p. 78.

¹¹Ibid.

by the time he started considering the teacher's personal qualities.

Another problem faced in seeking people's stereotypes was determining what kind of person had what kind of stereotype. Such variables as the respondent's own personality and his attitude toward authoritarian figures was beyond the scope of this study.

One variable that was considered important, and that could be controlled, was the urban or rural background of the respondent. Edmonton and Calgary were the only centers in Alberta that could truly be called urban, so a stratified sample of urban and rural students was chosen in the sample -- 11,000 of the 21,000 students writing grade XII Departmental Examinations in June, 1965 attended Edmonton or Calgary high schools, so 183 of the 350 in the sample were from Edmonton or Calgary.

The respondent's success in school, socio-economic status, sex, and desire to become a teacher were considered significant variables that might affect his stereotype of the teacher. These variables were controlled by asking the respondent questions about himself.

The variable most difficult to control was the socio-economic status of the student-respondent -- a variable which would certainly affect the stereotype of the male

high school teacher.

... In the case of the physician and his patients, the plumber and his customers, the minister and his parishioners, and in others, there is a status relationship of which both parties are more or less aware and which influence the pattern of their interaction.¹²

To develop an adequate socio-economic status scale would be a study in itself; yet, few available scales lend themselves to a questionnaire survey of Alberta rural and urban high school students. The scale that was used, was borrowed from Elley's study in 1961. It was self-administering and consisted of: (1) an Occupational Scale: --

An objective scale compiled from Canadian census data on the basis of average income, and years of training.... It showed a correlation of .94 with an American scale constructed from a representative public poll on the basis of "social standing";¹³

and (2) a Home Index Questionnaire: --

... Adapted from a questionnaire devised by Gough (1949). The original scale showed re-test reliability of .99 and a Kuder-Richardson coefficient of .74. Correlations with other socio-economic scales varied from .65 to .88¹⁴

After modifying the Home Index Questionnaire to measure Edmonton students' status in 1961, Elley found a

¹²Ray Gold, "Janitors Versus Tenants: A Status-Income Dilemma," American Journal of Sociology, LVII (March, 1952), p. 486.

¹³W.B. Elley, "A Comparative Analysis of the Socio-Economic Bias in Selected Intelligence Tests" (unpublished Ph. D. thesis, University of Alberta, April, 1961), p. 83.

¹⁴Ibid., p. 84.

reliability coefficient, calculated by the split-half method, and corrected by the Spearman-Brown formula, of .77 on a sample of 432 pupils.¹⁵ This compared favorably with Gough's figure of .74 for the original scale.

The one disadvantage of this scale was that it may not have measured the socio-economic status of farm children as validly as it did city children.

To estimate the socio-economic status of the respondents, the results of each scale -- the Occupational Scale and the Home Index Questionnaires -- were normalized and combined with equal weighting to produce a Socio-Economic Scale, this scale being divided into five parts of equal population representing five levels of socio-economic status.

III. PILOT STUDY

Questionnaires were administered to three hundred students in a high school in central Alberta in May, 1963. The purpose of the pilot study was to eliminate weaknesses in the questionnaire. Changes were made in the wording of the instructions and in the wording of some of the questions after the pilot study was completed.

Results from a random selection of fifty of the respondents were compiled. The results showed that

¹⁵Ibid., p. 102.

responses of some grade X students were frivolous or erratic. Consequently, only grade XII students were sampled in the study.

In the pilot study, the scales in the semantic differential were all arranged with the favorable adjective on the left and the unfavorable adjective on the right. Students in the pilot study tended to mark cells nearest the favorable extreme so several of the scales were reversed to reduce the possibility of the "halo effect."

IV. PROCEDURE

The instrument, complete with a self-addressed, stamped envelope, was sent to each of the students in the sample, followed by a post card two weeks later, reminding those who had not completed their questionnaire to do so. Two weeks later, a questionnaire, self-addressed envelope and stamps were again mailed to every member of the sample. Two hundred forty-five of the three hundred fifty students returned their instruments, a return of exactly 70 per cent.

Procedure to Achieve Main Purpose

The main purpose of this study was to determine the stereotype of the male high school teacher held by grade XII students in Alberta. To achieve this purpose the respondents' reactions were coded and transferred to

punch cards which in turn were processed by an IBM 1401 computer. Both the mode and the median were employed as values representing the teacher's stereotype. Modal values were used for nominal data, median values were used for ordinal data.

Procedure to Achieve Sub-Purpose

The sub-purpose of this study was to determine if certain sub-groups of the population held significantly different stereotypes of the male high school teacher. A chi-square test was run on forty-four of the forty-seven items using an IBM 7040 computer. All chi-square values which had a probability of less than .05 of occurring by chance were considered significant. For example, consider the six alternatives of the solemn-cheerful item. A chi-square test was run to compare responses to this item by:

- (a) grade XII students who planned to become teachers and those who did not;
- (b) grade XII male and female students;
- (c) grade XII students in urban and rural communities;
- (d) grade XII students in five classes in the socio-economic status scale;
- (e) grade XII students whose marks in their previous school year averaged below 50 per cent; 50-64 per cent; 65-79 per cent; and those who averaged 80 per cent or better.

Six items were not tested for significant differences between the sub-groups. The six items were:

- (1) the make and model car the teacher owned;
- (2) his home furnishings;
- (3) his record collection;
- (4) the occupations of his friends;
- (5) the magazines he read;
- (6) the activities which he liked and disliked.

These items were used in the analysis of the total sample but were not included in the comparisons of sub-groups because statistically significant differences would have been meaningless. For example, if one sub-group thought the teacher drove a new Ford while another sub-group thought he drove a new Chevrolet, no inference could be made from this difference.

V. DELIMITATIONS

- (A) This study was restricted to grade XII students in Alberta in 1964-65.
- (B) The stereotype concept was restricted to social and personal characteristics of the male high school teacher in Alberta.

VI. LIMITATIONS

- (A) No attempt was made to measure the variances of the stereotypes. This was unnecessary

because the scale was designed only to indicate significant clusterings of opinion. At no time will a population have a relatively low variance in its stereotyping of a work group. Furthermore, an accurate variance could not be derived from a six-point ordinal scale.

- (B) No attempt was made to determine personality characteristics or relevant experiences of the respondents, although these would influence their perception of other's images.
- (C) No attempt was made to determine statistically significant relationships between the items on the stereotype profile.
- (D) No attempt was made to determine the effect of geographic or community factors on the respondent's perception of the high school teacher's stereotype.
- (E) No attempt was made to measure perceptions of all aspects of personality or social status. No framework has yet been developed to include all features of these components of the stereotype. To attempt to include every aspect would result in needless detail, repetition and an unwieldy instrument.
- (F) No attempt was made to measure the teacher's

stereotype in depth; that is, no analysis of students' perceptions of the underlying components of the teacher's personality was attempted. The stereotype profile examined only the surface features of personality and did not probe into underlying forces which result in manifest behavior.

- (G) No attempt was made to determine the effect of school size on the students' perceptions of the male high school stereotype.

VII. DEFINITIONS

Grade XII students. Students attending public schools in Alberta who wrote one or more grade XII departmental examinations in June, 1965.

Urban area. Edmonton and Calgary.

Rural area. All areas in Alberta except Edmonton and Calgary.

Socio-economic class. A class as defined by the Socio-Economic Status Scale.

Stereotype of the male high school teacher. The social and personal characteristics of the male high school teacher perceived by grade XII students, as measured by the instrument.

VII. DISCUSSION OF "STEREOTYPE"

The word "stereotype" is difficult to define.

Scientists develop an esoteric vocabulary which is often misunderstood and resented by the layman. Social scientists are particularly vulnerable to criticism in this regard because their vocabulary often includes terms which the layman uses and which he thinks he knows. Such terms as "culture", "society", "anxiety", "love", "identification", and "stimulus", are examples of this.

Terms referring to mental processes are also used inaccurately by the public. Therefore some digression is necessary and an overview of mental processes is required to define the term "stereotype" and place it in its proper perspective. Stereotypy is a specialized mental process and as such should be differentiated from the other processes.

When an individual, let's call him John, sees a Negro, numerous mental dynamics occur. The Negro represents a stimulus to John's visual senses. Light rays, whatever they are, are reflected from the Negro, striking neurons in John's retina; thus electrical impulses are transmitted to his brain. The activation of these impulses is perceiving, what is commonly called "seeing".

Perception is not an absolute phenomenon, but is affected by one's emotions, sentiments and interests. Thus John's perception of the Negro is favorable if John is in a

jolly mood, or if he is not prejudiced against Negroes.

John's perception of the Negro is also coloured by images, mental pictures which he recalls and which are related to Negroes. "Images depend on perception but perception depends on images already held."¹⁶

The innumerable minute details of the Negro, as well as the infinite, minute details in the Negro's background could completely clog John's mind, but a process called cognition allows him to see the Negro as a member of the class Negro, and to ignore most of the details. Cognition is selective, looking for coherence and economy; it exhibits a tendency to structure, synthesize and integrate the many stimuli which are bombarding the individual's senses.¹⁷

All of these processes; perception, imagery, and cognition, along with the conative factors -- drives, emotions and interests -- combine and interact to produce a general ideal called a concept. Concepts are cognitive organizing systems which serve to bring pertinent features of past experience to bear upon a present stimulus-object.¹⁸ In other words, the Negro which John perceives is really a Negro according to John's conception of a Negro.

¹⁶Rosemary Gordon, Stereotypy of Imagery and Belief as an Ego Defence (Cambridge: Cambridge University Press, 1962), p. 11.

¹⁷Ibid., p. 10.

¹⁸Vinacke, op. cit., p. 233.

If John conceives of Negroes as being dirty, then this Negro is dirty; if he conceives of them as being over-sexed, then this Negro is over-sexed. The Negro is what John makes him; for that matter, our environment as we know it is determined by our responses or attitudes toward our environment.¹⁹

We pick out an organized environment in relationship to our response, so that these attitudes as such, not only represent our organized responses but they also represent what exists for us in the world; the particular phase of reality that is there for us is picked out for us by our responses.²⁰

Lippman referred to this organized environment as a pseudo-environment which we erect between ourselves and our objective environment and to which we respond.²¹

This pseudo-environment has a social reality whether it can be supported by objective measurement or not. If John perceives the Negro as being inferior, John will react to him as if he is inferior. If a group of people agree with John, the Negro can do very little to alter their beliefs; for once established, a concept will tend to persist.²²

¹⁹John W. Yolton, Thinking and Perceiving (Lasalle: The Open Court Publishing Company, 1962), p. 16.

²⁰G. H. Mead, Mind, Self, and Society (Chicago: University of Chicago Press, 1952), p. 128.

²¹W. Lippman, Public Opinion (New York: Harcourt, Brace, and Company, 1912), p. 15.

²²M. Sherif and C. W. Sherif, An Outline of Social Psychology (New York: Harper, 1956), p. 653.

Concepts held by groups tend to persist because they provide:

... a scheme of reference which will serve to order and classify the many individual facts and experiences, thus furnishing the means for prediction and pre-adjustment behavior.²³

The Negro, treated as an inferior, will tend to see himself as inferior and will behave accordingly.²⁴

The term "stereotype" refers to a special kind of concept. Lippman defines it as a "standardized picture in the head."²⁵ This makes necessary a distinction between the stimulus which arouses the stereotype and the stereotype itself.²⁶ When a stimulus arouses the stereotype, the individual's "standardized picture" comes into play and he projects his stereotype to the stimulus arousing it, thus identifying the two. "We do not so much see this man and that sunset; rather we notice that the thing is man or sunset, and then see chiefly what our mind is already full of on those subjects."²⁷

Vinacke, who has studied stereotyping extensively, defines a stereotype as "a collection of trait-names upon which a large percentage of people agree as appropriate

²³Gordon, op. cit., p. 40.

²⁴W. Edgar Vinacke, The Psychology of Thinking (New York: McGraw-Hill Book Company, Inc., 1952), p. 338.

²⁵Allen L. Edwards, "Studies of Stereotypes: The Directionality and Uniformity of Responses to Stereotypes," The Journal of Social Psychology, XII:357 (1940).

²⁶Ibid.

²⁷Lippman, op. cit., p. 88.

for describing some class of individuals."²⁸ Such a definition is accepted in this dissertation as most applicable for the purpose herein.

Stereotyping occurs for several reasons, as was stated above; an individual is continually bombarded by stimulations and could not understand his surroundings without the aid of preconceived notions.

What with our insensitiveness and inattention, things scarcely would have for us features and outlines so determined and clear that we could recall them at will but for the process of stereotyping.²⁹

Related to this function is the process of simplifying and classifying parts of our environment. Lippman calls it an "economy of effort"³⁰ and points out how much simpler our world is because we stereotype. Crow and Gage, in separate studies, found that stereotyped judgments by persons are more accurate than judgments by persons trained to abandon stereotypes and to respond to individual differences.³¹

Excess stereotyping occurs in the mental processes

²⁸Vinacke, "Stereotypes as Social Concepts," op. cit., p. 230.

²⁹Lippman, op. cit., p. 83.

³⁰Ibid., p. 88.

³¹W. J. Crow, "The Superiority of Stereotyped Judgments in Person Perception." Paper read at Western Psychological Association meeting, 1959; and N. L. Gage, "Judging Interests from Expressive Behavior," Psychological Monographs, 1959, 66, p. 76.

of persons lacking in intelligence and in aging people.³² It occurs in the first group because they are less able to discriminate between various stimuli, the second group because their concepts have crystallized and are no longer moulded by the environment.

Stereotyping is also utilized in excess by neurotic individuals, "in response to, and as a defence against anxiety, if the anxiety has its focus in the relationship between an individual and his society,"³³ not in the relationship between himself and other individuals. In such cases, stereotypy occurs to maintain a precarious, internal, psychological equilibrium, an equilibrium which might be destroyed on exposure to the oscillations of everyday life.³⁴

Another function of stereotyping is to promote agreement within a group. Newcomb, studying college students, and Sherif, studying small children, revealed that individuals consciously or unconsciously adopt the values, interests and attitudes of the group with which they want to identify.³⁵

³²Gordon, op. cit., p. 89.

³³Ibid. ³⁴Ibid., p. 52.

³⁵N. Newcomb, "Attitude Development as a Function of Reference Groups: The Bennington Study," in Swanson, Newcomb and Hartley (eds.), Readings in Social Psychology (New York: Henry Holt, 1952), p. 420; K. Lewin and P. Grabbe, "Conduct, Knowledge and Acceptance of New Values," Journal of Social Issues, 1:3 (1945), p. 53; Leon Festinger, Stanley Schachter and Kurt Back, Social Pressures in Informal Groups (New York: Harper and Brothers, 1950), p. 120; M. Sherif, "An Experimental Approach to the Study of Attitudes," Sociometry, 1 (1937), p. 98.

Finally, a fifth function of the stereotyping process is to provide anchorage points with which individuals can chart a social reality, a consensus of what is real.³⁶

VIII. HYPOTHESES

No hypothesis was formed from the main problem, which was to establish the stereotype of the male high school teacher held by grade XII students in Alberta.

Five hypotheses were formed from the sub-problems. The hypotheses are stated as null hypotheses. All hypotheses refer to the male high school teacher stereotype held by grade XII students.

- (1) There is no significant difference between the stereotypes held by students who intend to become teachers and those who do not.
- (2) There is no significant difference between the stereotypes held by boys and girls.
- (3) There is no significant difference between the stereotypes held by urban and rural students.
- (4) There is no significant difference between the stereotypes held by students from each of the

³⁶Gordon, op. cit., p. 44; Orrin E. Klapp, Heroes, Villains, and Fools (Englewood Cliffs: Prentice-Hall, Inc., 1962), p. 7; E. Datz and P. F. Lazarsfeld, Personal Influence (Glencoe: The Free Press, 1955), p. 155.

five socio-economic classes.

- (5) There is no significant difference between the stereotypes held by students in different academic achievement categories.

CHAPTER IV

ANALYSIS OF RESPONSES OF ALL STUDENTS

The purpose of this chapter is to examine the characteristics of the male high school teacher's stereotype held by all the students in the sample. Aspects of the teacher, his home and family, his job, his place in the community and his personal characteristics are analyzed. The modal categories of nominal data and the medians of ordinal data are treated as representative values of the teacher's characteristics.

The Typical Teacher, His Home and Family. Two hundred seventeen of the two hundred forty-five respondents thought the typical male high school teacher was married. The distribution of responses to the question of how many children he had was as follows:

<u>Number of Children</u>	<u>Responses</u>	<u>Per cent of all Responses</u>
None	4	2
1 or 2	124	57
3 or 4	84	39
5 or 6	4	2
More than 6	<u>1</u>	<u>0</u>
	217	100

The median value of this distribution was 2. This item indicated that grade XII students thought the typical male high school teacher had 2 children.

The responses to the item asking what the students thought was the teacher's age indicated that 84 per cent of the students thought he was less than 40 years of age:

<u>Teacher's Age</u>	<u>Responses</u>	<u>Per Cent of all Responses</u>
20 - 29	60	24
30 - 39	146	60
40 - 49	39	16
50 - 59	0	0
	245	100

The median age of the typical male high school teacher, as seen by grade XII students, was 34 years.

One hundred seventy of the 245 respondents thought the teacher owned his home. The respondents were shown a list of household furnishings and asked to indicate which ones they would expect to find in the teacher's home.

Table II shows that more than 50 per cent of the students thought the teacher would have a television set, radio, hi-fi set, record player, library and garage.

Two hundred thirty-eight of the 245 respondents thought the teacher would have a record collection. Table III indicates that more than half the students thought his record collection would contain music from Broadway shows, classical music and folk music.

TABLE II

FURNISHINGS THAT STUDENTS EXPECTED TO FIND
IN THE TYPICAL TEACHER'S HOME

Furnishing	Responses	Per Cent of Total Possible Responses (245)
Television	230	94
Radio	226	92
Garage	181	74
Record Player	153	62
Library	130	53
Hi-Fi Set	129	53
Rumpus Room	115	47
Den	110	45
Piano	89	36
Patio	86	35
Barbecue Pit	62	25
Swimming Pool	9	4

TABLE III

THE TYPES OF MUSIC THAT STUDENTS EXPECTED TO FIND IN
THE TYPICAL TEACHER'S RECORD COLLECTION

Music	Responses	Per Cent of Total Possible Responses (245)
Music from Broad- way	158	65
Classical Music	141	58
Folk Music	130	53
Waltz Music	102	42
Symphony Music	102	42
Popular Hits	92	38
Jazz	81	33
Western Music	47	19
Rock and Roll	18	7
None	7	3

When the respondents were asked to select magazines which they thought the teacher read, more than half believed that the teacher read Time Magazine, The Reader's Digest and The Saturday Evening Post, as seen in Table IV.

TABLE IV
MAGAZINES THAT STUDENTS THOUGHT THE TYPICAL
TEACHER READ

Magazine	Responses	Per Cent of Total Possible Responses (245)
Time	200	82
Reader's Digest	182	74
Saturday Evening Post	152	62
Canadian Sports Monthly	101	41
The Atlantic Monthly	77	31
The Financial Post	49	20
Esquire	32	13
Mechanics Illustrated	27	11
True	26	11
Saga	12	5

All of the respondents believed that the teacher owned a car and 32 thought he owned two cars. Table V reveals a diversity of responses to the question of what make and model car the teacher drove.

The modal cell, which was considered the representative one, was the cell representing a Chevrolet, two-to-five years old.

TABLE V
THE MAKE AND MODEL CAR THAT STUDENTS THOUGHT
THE TYPICAL TEACHER OWNED

Make	Model			Total Response
	0 - 1 year	2 - 5 years	6 or more	
Mercury	3	6	10	19
Buick	10	10	2	22
Ford	23	44	2	69
Pontiac	14	42	2	58
Chevrolet	23	57	5	85
Volkswagon	3	8	0	11
M.G.	10	3	0	13
Total	86	170	21	277

Table VI reveals the students' responses to the question of what recreational activities the teacher most liked and what activities he most disliked. Each student chose three activities he thought the teacher most enjoyed and three he thought the teacher least enjoyed. As seen by the students, the teacher most enjoyed reading, golfing and curling while he least enjoyed collecting stamps, square dancing and teaching Sunday School. Table VI also indicates that a significant proportion of students thought the teacher also enjoyed hunting and fishing, watching football and baseball and playing baseball. A significant proportion of students believed that the teacher did not enjoy singing in a church choir, climbing mountains, woodworking, gardening,

TABLE VI

STUDENTS' PERCEPTIONS OF ACTIVITIES THE TYPICAL
TEACHER LIKED AND DISLIKED

Activity	Like	Dislike	Proportion of Likes
Reading	114	4	.970*
Golfing	129	6	.960*
Curling	92	6	.940*
Hunting and fishing	106	9	.920*
Watching football	77	8	.905*
Watching baseball	20	6	.770*
Playing baseball	21	7	.750*
Visiting neighbors	24	20	.545
Playing hockey	26	28	.480
Playing bridge	26	50	.340*
Being a scout leader	14	38	.270*
Gardening	23	75	.235*
Woodworking	11	42	.205*
Climbing mountains	14	63	.185*
Singing in a church choir	10	85	.120*
Teaching Sunday School	6	65	.085*
Square dancing	8	92	.080*
Collecting stamps	8	112	.065*

* Significant at the .01 level, using the single sample test of proportions, William C. Guenther, Concepts of Statistical Inference (New York: McGraw-Hill Book Company, 1965), p. 173.

leading scouts and playing bridge.

The Teacher and His Work. Respondents believed that the teacher was quite satisfied with his work, as indicated by the following results:

He wants to:	<u>Responses</u>	<u>Per cent of all Responses</u>
Stay where he is	129	52
Become a principal	66	27
Teach elsewhere	46	19
Quit teaching	4	2
	245	100

Only 4 of the 245 respondents thought the typical teacher was so dissatisfied with his job that he wanted to quit teaching. This correlates with the results of the following item:

He feels:	<u>Responses</u>	<u>Per cent of all Responses</u>
Secure in his work	209	85
That he must work hard to keep his job	35	14
That he may lose his job	1	1
	245	100

The responses to these two items indicated that students thought the teacher felt secure in his work and that he wanted to retain his current position.

The students believed that the typical teacher's salary was about \$5,900, as seen in Table VII.

TABLE VII

STUDENTS' PERCEPTIONS OF THE TYPICAL TEACHER'S SALARY

Salary	Responses	Per Cent of all Responses
Less than \$ 3,000	1	0.5
\$ 3,000 - 4,500	25	11
\$ 4,500 - 6,000	98	42
\$ 6,000 - 7,500	63	27
\$ 7,500 - 9,000	36	15
\$ 9,000 - 10,500	10	4
\$10,500 - 12,000	0	0
More than \$ 12,000	1	0.5
	234	100

The Teacher in the Community. Three items on the questionnaire dealt with the teacher's interpersonal relations in his community. The students' responses to the question dealing with the teacher's membership in voluntary organizations were as follows:

He is a member of:	<u>Responses</u>	<u>Per Cent of Total Responses (245)</u>
The town (city) council	9	4
The Chamber of Commerce	27	11
Kinsmen (Elks, etc.)	164	67
No social clubs	65	27

Sixty-seven per cent of the students thought the typical teacher belonged to a social club while 27 per cent thought he did not.

The modal response to the following item indicates that 130 students thought the teacher met several acquaintances when he went downtown:

When he goes downtown:	<u>Responses</u>	<u>Per cent of Total Possible Responses (245)</u>
He stops and talks to several people	101	41
He stops and talks to one person	5	2
He says "Hello" to several people	130	53
He says "Hello" to one person	8	3

The average respondent thought the teacher had friends in four work groups outside the teaching profession, as indicated in Table VIII.

TABLE VIII
STUDENTS' PERCEPTIONS OF A TYPICAL TEACHER'S
NON-TEACHING FRIENDS

Occupation	Responses	Per Cent of Total Possible Responses (245)
Businessmen	207	84
Ministers	120	.49
Doctors	113	46
Druggists	103	42
Farmers	96	39
Lawyers	94	38
Engineers	90	37
Policemen	86	35
Bank Tellers	71	29
Auto Mechanics	71	29

The four work groups which received the greatest number of responses were businessmen, ministers, doctors and druggists.

The Typical Teacher's Personality and Character.

The basic components of stereotypes are personal traits,¹ so the most pertinent part of the instrument was the section dealing with his character and personality. These items were placed at the back of the questionnaire so that the student's image of the teacher would have developed fully by the time he started considering the teacher's personal qualities. A disadvantage to this arrangement was that the respondent might get tired of answering the questions and not give each item the attention it deserves.

Occasionally a pattern of responses was discerned on the last page of the instrument, for example, cells #3 and #4 checked alternately; however, this may have been a coincidence.

Another coincidence which is difficult to understand is that a higher proportion of students ranked the teacher above the average man in the last seven items than in any of the preceding ones dealing with his personality. These items were: courtesy, fairness, honesty, sincerity, reliability, carefulness and thoughtfulness. Was it

¹W. Edgar Vinacke, "Stereotypes as Social Concepts," The Journal of Social Psychology (1957), 46:238.

coincidental that more grade twelve students believed the teacher was strongest in these characteristics, or was the halo effect causing them to rate him higher?

Although it was difficult to compare these items because of the nature of the statistics, a comparison was made in terms of the proportion of students who rated the teacher above the average man. The items are ranked in Table IX. The respondents ranked the teacher above the average man in every respect; furthermore, they ranked him significantly higher, at the .01 level, in every item except two -- sensitiveness and venturesomeness. In these two cases the teacher is very much like the average man. Such responses for these two cases are probably more favorable than any alternatives such as too insensitive, too sensitive, too conservative or too venturesome. Such qualities would depreciate the image of the teacher.

A few paradoxes occur in this section of the questionnaire. Sixty-seven per cent of the respondents thought the teacher was prouder than the average man, yet sixty-seven per cent thought he was more modest than the average man. Although pride and modesty are not antonyms, they are not complements and seldom occur in the same person.

Another possible contradiction occurs in the venturesomeness-conservative and bold-timid items; 79 per

TABLE IX

A RANKING OF THE TYPICAL HIGH SCHOOL TEACHER'S
PERSONAL CHARACTERISTICS ACCORDING TO THE
PROPORTION OF STUDENTS WHO RATE HIM
ABOVE THE AVERAGE MAN

Characteristic	Proportion of Responses above Average	Characteristic	Proportion of Responses above Average
Honest	.960*	Generous	.855*
Reliable	.930*	Tolerant	.825*
Careful	.930*	Active	.815*
Courteous	.915*	Satisfied with life	.815*
Fair	.905*	Bold	.790*
Thoughtful	.900*	Open-minded	.740*
Sincere	.900*	Cheerful	.730*
Interesting conversationalist	.895*	Warm	.715*
Having depth of character	.895*	Easy to get to know	.710*
Considerate	.890*	Just acts himself	.710*
Practical	.890*	Proud	.670*
Moral	.885*	Religious	.670*
Interested in his work	.885*	Modest	.665*
Masculine	.875*	Quiet	.665*
Confident	.870*	Hard	.665*
		Sensitive	.545
		Venturesome	.500

* Significant at the .01 level (see Table VI, p. 45).

cent of the students thought the teacher was bold, yet only 50 per cent thought he was venturesome. Again, boldness and venturesomeness are not synonyms (one may be bold and not venturesome although seldom venturesome without being bold), but they tend to be lumped together by many writers. Different words mean different things to different people, so one must be very cautious in drawing conclusions about semantic differentials.

If associated traits are clustered, a high correlation is often found. Ninety-six per cent of the students thought the teacher was more honest than the average man, 93 per cent thought he was more reliable, and 91 per cent thought he was more fair.

Similarly, 93 per cent thought he was more careful, 90 per cent thought he was more thoughtful and 89 per cent thought he was more practical than the average man; 90 per cent thought he was more sincere and had greater depth of character; 92 per cent thought he was more courteous, 89 per cent thought him more considerate and 86 per cent rated him more generous than the average man. Eighty-three per cent thought he was more tolerant and 74 per cent thought him more open-minded; 88 per cent thought he was more masculine, 82 per cent thought him more active, 79 per cent thought him bolder, 66 per cent thought him harder and 50 per cent thought him more venturesome than

the average man; 72 per cent thought he was warmer, 71 per cent thought him easier to get to know and more likely to just act himself and 67 per cent thought him more modest than the average man.

Fewer students rated the teacher above the average man in the warm-modest cluster of traits than in any other cluster, indicating that the image of the male high school teacher is weakest in this respect.

Summary

The responses of grade XII students to questions about the typical male high school teacher have been examined in this chapter. Students perceived him as being thirty-four years old, married, with two children. They believed that he drove a Chevrolet, two to five years old. His home, which he owned, contained such furnishings as a television set, radio, garage, record player, library and hi-fi set. His record collection included music from Broadway, classical music and folk music. He subscribed to such popular magazines as Time, Reader's Digest and The Saturday Evening Post.

Students believed that the teacher's social interests would include reading, golfing, curling, hunting, fishing, and watching football games but that he would not enjoy collecting stamps, square dancing, teaching Sunday School or singing in a church choir.

Grade XII students saw the teacher as being quite satisfied with his work. They believed that he felt secure in his job and satisfied enough to want to remain in the same position. They thought that his salary was about \$5,900 annually.

The students credited the typical teacher with friendships in four work groups other than the teaching profession. The four work groups which received the greatest number of responses were businessmen, ministers, doctors and druggists. Students thought that he knew enough people in his community to say "Hello" to several people when he went downtown. They also believed that he belonged to at least one social organization such as the Kinsmen.

The personal traits which the students attributed to the typical male high school teacher flattered him; they ranked him above the average man in every personal quality. They ranked him highest in honesty, reliability, carefulness, courteousness, fairness, thoughtfulness and sincerity. They also ranked him significantly stronger than the average man in such qualities as: being practical and an interesting conversationalist, having depth of character, interest in his work, masculinity and confidence; and showing consideration, generosity, tolerance, activeness, satisfaction with life, boldness, open-mindedness, cheerfulness, warmth, unpretentiousness, pride, religiosity,

modesty, quietness, hardness and being easy to get to know.

Students rated him about equal to the average man in venturesomeness and sensitiveness.

Analysis of responses in this chapter revealed that grade XII students in Alberta had a favorable image of the male high school teacher.

CHAPTER V

A COMPARISON OF THE RESPONSES OF THE SUB-GROUPS

The sub-problem in this study was to determine whether certain sub-groups in the sample population held different stereotypes of the male high school teacher. A chi-square test was run on thirty-nine variables of the teacher's stereotype to find significant differences at the .05 level between the responses of:

- (1) boys and girls;
- (2) academic achievement groups;
- (3) teaching-aspirants and non-teaching aspirants;
- (4) socio-economic classes;
- (5) urban and rural students.

I. A COMPARISON OF THE MALE HIGH SCHOOL TEACHER'S STEREOTYPES HELD BY BOYS AND GIRLS

In every society, males and females are assigned different roles; they are reared to behave and to think differently.¹ Therefore, the hypothesis was made to investigate whether the two sexes held different stereotypes of the male high school teacher.

¹Michael Banton, Roles: An Introduction to the Study of Social Relations (London; Tavistock Publications, 1965), p. 33.

The chi-square test revealed that males and females had almost identical stereotypes of the teacher. Only one significant difference was found between male and female responses at the .05 level of confidence. This difference occurred in responses to the semantic differential scale dealing with the teacher's fairness.

TABLE X

A COMPARISON OF MALES' AND FEMALES' VIEWS OF THE FAIRNESS OF THE TYPICAL MALE HIGH SCHOOL TEACHER

	Fair			Unfair	
	1	2	3	4	Total
Males	17	40	53	14	124
Females	33	31	38	8	110
Total	50	71	91	22	234

$$\chi^2 = 8.50$$

$$df = 3$$

Significant at .05 level.

Fairness. Table X discloses the students responses to the fairness-unfairness scale of the semantic differential. The three intervals nearest the adjective "unfair" in the original six-interval scale were collapsed because there were not enough responses in these intervals to warrant a valid application of the chi-square test.

Only seventeen males thought the teacher was extremely fair whereas thirty-three females placed him

in this category. Apparently, females believed the typical male high school teacher was fairer than did males.

Summary of Section

Boys and girls had very similar stereotypes of the male high school teacher. The only significant difference between the two sexes was that girls credited the teacher with more fairness than did boys.

II. A COMPARISON OF THE MALE HIGH SCHOOL TEACHER'S STEREOTYPES HELD BY ACADEMIC ACHIEVEMENT GROUPS

The second null hypothesis stated that there was no difference between academic achievement groups' stereotypes of the male high school teacher. Students were divided into four achievement groups according to their academic average in their previous school year. Only eleven respondents were placed in the lowest group and only ten in the highest, so the groups were collapsed to form two groups: those students whose average in their previous school year was below 65 per cent, and those students whose average was 65 per cent or higher.

The two groups differed significantly on only one of the characteristics of the typical teacher, indicating that low achievers and high achievers held similar stereo-

types of the male high school teacher. The difference occurred in the groups' responses to the active-inactive scale in the semantic differential.

Activeness. The academic achievement groups' responses to the active-inactive scale are displayed in Table XI. The two intervals nearest the adjective "inactive" were collapsed in the original six-interval scale because there were not enough responses in those

TABLE XI

A COMPARISON OF TWO ACADEMIC ACHIEVEMENT GROUPS'
VIEWS OF THE ACTIVENESS OF THE TYPICAL MALE HIGH
SCHOOL TEACHER

Academic Average	Active			Inactive		Total
	1	2	3	4	5	
Below 65 per cent	33	39	62	19	4	157
65 per cent or more	7	27	23	13	7	77
Total	40	66	85	32	11	234

$$\chi^2 = 11.22$$

$$df = 4$$

Significant at .05 level.

intervals to warrant the valid application of the chi-square test. Responses in the two intervals nearest the adjective "inactive" in Table XI reveal that while twenty

of the seventy-seven higher achievers thought the teacher was inactive, only twenty-three of the one hundred and fifty-seven lower achievers thought this was so. Only seven of the higher achievers rated him very active whereas thirty-three of the lower achievers did so. This table indicates that higher achievers tended to see the male high school teacher as less active than did lower achievers.

Summary of Section

The views of the two academic achievement groups in this section differed significantly on only one characteristic of the typical male high school teacher. The higher achievement group tended to see the teacher as less active than did the lower achievement group.

III. A COMPARISON OF THE MALE HIGH SCHOOL TEACHER'S STEREOTYPES HELD BY STUDENTS WHO PLANNED TO BECOME TEACHERS AND BY THOSE WHO DID NOT

An adolescent who aspires to enter a particular occupation would have different views of those already in that occupation than a person who plans to enter another occupation. Everett Hughes points out that "a man's work is as good a clue as any to the course of his life, and to his social being and identity."²

²Everett Hughes, Men and Their Work (Glencoe: The Free Press, 1958), p. 7.

Students who plan to become teachers would likely characterize a teacher differently than students who do not want to become teachers. The purpose of this section is to discriminate between the male high school teacher's stereotypes held by students who planned to become teachers and those who did not.

Students were asked to respond "Yes", "Maybe", or "No" to the question "Do you plan to become a teacher?" The categories "Yes" and "Maybe" were collapsed because only twenty-one students responded in the "Yes" category -- too few to be validly analyzed with the chi-square test.

The views of the two groups differed significantly on only one aspect of the typical teacher's characteristics -- his moral standards.

TABLE XII

THE MORAL STANDARDS OF THE TYPICAL MALE HIGH SCHOOL
TEACHER AS VIEWED BY STUDENTS WHO PLANNED TO BECOME
TEACHERS AND THOSE WHO DID NOT

Aspiration to become a Teacher	Moral		Immoral		Total
	1	2	3	4	
Yes, Maybe	12	32	28	3	75
No	25	37	72	24	158
Total	37	69	100	27	233

$$\chi^2 = 13.40$$

$$df = 3$$

Significant at .05 level.

Moral Standards. The three intervals nearest the "immoral" end of the original six-interval scale were collapsed because they contained too few responses to warrant a valid application of the chi-square test. Table XII displays the responses of the aspiration groups to the moral-immoral scale. Only thirty-one of the seventy-five students who considered becoming teachers placed the teacher at the immoral end of the scale in Table XII, whereas ninety-six of the one hundred and fifty-eight students who did not plan to become teachers placed him there. These responses indicated that students who considered entering the teaching profession credited the typical male high school teacher with higher moral standards than did students who were not planning to become teachers.

Summary of Section

Students who considered becoming teachers held a stereotype of the male high school teacher which was almost identical with the stereotype held by other students. They differed in only one characteristic: students who contemplated teaching as a career thought the moral standards of the teacher were higher than did students who did not aspire to be teachers.

IV. A COMPARISON OF THE MALE HIGH SCHOOL TEACHER'S STEREOTYPES HELD BY STUDENTS IN FIVE SOCIO- ECONOMIC CLASSES

Western society is sub-divided into several strata and each has its own set of values, attitudes and concepts.³ It follows that students from different classes may view the teacher differently because they would have different reference groups.

The five classes in this study did not represent distinctive socio-economic classes. Any sample of grade XII students in Alberta would consist mainly of adolescents from middle-class homes or from middle-class oriented homes.⁴ Consequently, all five classes in this study consisted mostly of middle class members and only a few significant differences were found among stereotypes of the male high school teacher held by the five classes.

The reliability of the analysis of the student's socio-economic class was reduced for another reason -- all students whose parents held similar occupations were given the same numerical score and this score was used to place

³Herbert H. Hyman, "The Value Systems of Different Classes: A Social Psychological Contribution to the Analysis of Stratification," in Class, Status and Power, Reinhard Bendix and Seymour Martin Lipset (eds.) (Glencoe: The Free Press, 1953), p. 427.

⁴Timothy E. Reid, "Room at the Bottom," The Financial Post (Toronto), August 7, 1965, p. 6.

the student in a socio-economic stratum.⁵ All respondents whose fathers were farmers were given the same raw score even though such an occupation allowed the participant to exist in any of the socio-economic classes. Thus, the socio-economic class of many respondents was inaccurately read.

Only five significant differences occurred among the stereotypes of the male high school teacher held by the five socio-economic classes. The purpose of this section was to note the five differences in the stereotype of the male high school teacher that did occur. The five items in which the classes differed significantly were: (1) the teacher's salary, (2) his sensitiveness, (3) his interest in his work, (4) the ease with which people got to know him, and (5) his open-mindedness.

TABLE XIII

A COMPARISON OF FIVE SOCIO-ECONOMIC CLASSES' VIEWS OF THE TYPICAL MALE HIGH SCHOOL TEACHER'S ANNUAL SALARY

Socio-economic Class	S a l a r y			Total
	Less than 6,000	6,000 to 7,500	More than 7,500	
1 (high)	15	17	12	44
2	26	9	10	45
3	19	14	13	46
4	31	14	5	50
5 (low)	33	9	10	52
Total	124	63	50	237

$$\chi^2 = 16.47$$

$$df = 8$$

Significant at .05 level.

Salary. The three categories that represented the range of salaries less than \$6,000 in the questionnaire were collapsed because there were not enough responses in these categories to warrant a valid application of the chi-square test. The four categories that represented the range of salaries above \$7,500 were also collapsed for the same reason. The resulting distribution of responses is displayed in Table XIII. If the two highest socio-economic classes are combined, as well as the two lowest classes, a difference appears between the two groups' conceptions of the typical teacher's salary. Forty-one students in the two highest classes thought the teacher's salary was less than \$6,000 whereas sixty-four students in the two lowest classes thought his salary was less than \$6,000. Twenty-two students in the two highest classes thought the teacher's salary was in excess of \$7,500 while only fifteen students in the two lowest classes thought this. Table XIII shows that students from higher socio-economic classes believed the teacher received a higher salary than did students from lower socio-economic classes.

⁵Bernard R. Blishen, "The Construction and Use of an Occupational Class Scale," The Canadian Journal of Economics and Political Science, XXIV:4 (November, 1958), p. 519.

TABLE XIV

A COMPARISON OF FIVE SOCIO-ECONOMIC CLASSES' VIEWS
OF THE TYPICAL MALE HIGH SCHOOL TEACHER'S
SENSITIVENESS

Socio- Economic Class	Sensitive		Insensitive	
	1	2	3	Total
1 (high)	6	15	24	45
2	9	20	17	46
3	9	16	21	46
4	7	11	31	49
5 (low)	16	18	14	48
Total	47	80	107	234

$$\chi^2 = 16.66$$

$$df = 8$$

Significant at .05 level.

Sensitiveness. The three intervals nearest the adjective "insensitive" in the original scale were collapsed for presentation in Table XIV because there were not enough responses in these intervals to make the results of the chi-square test valid. The two intervals nearest the adjective "sensitive" were also collapsed for the same reason. A perusal of Table XIV reveals that no definite difference exists between the concepts of the teacher's sensitiveness held by members of the different socio-economic classes. For example, socio-economic classes 1, 3 and 4 predominantly rated the teacher insensitive; yet classes 2 and 5 predominantly rated him

average in sensitiveness. Thus, no definitive statement can be made regarding the different socio-economic classes views of the typical male high school teacher's sensitiveness.

TABLE XV

A COMPARISON OF FIVE SOCIO-ECONOMIC CLASSES' VIEWS OF THE TYPICAL MALE HIGH SCHOOL TEACHER'S INTEREST IN HIS WORK

Socio-Economic Class	Interested		Not Interested	
	1	2	3	Total
1 (high)	5	13	26	44
2	9	18	17	44
3	14	12	20	46
4	13	7	27	47
5 (low)	15	19	17	51
Total	56	69	107	232

$$\chi^2 = 19.22$$

$$df = 8$$

Significant at .05 level.

Interest in his work. Table XV indicates the different socio-economic classes responses to the scale in the semantic differential dealing with the teacher's interest in his work. The four intervals nearest the concept "not interested in his work" were collapsed because there were not enough responses in those intervals to warrant a valid application of the chi-square test. The data in Table XV indicates that students in the lower socio-economic strata believed that the teacher was more

interested in his work than did students in the higher socio-economic strata. Only fourteen students in classes 1 and 2 rated him interested in his work while twenty-eight students in classes 4 and 5 rated him in this category.

TABLE XVI

A COMPARISON OF FIVE SOCIO-ECONOMIC CLASSES' VIEWS OF
HOW EASY THE TYPICAL MALE HIGH SCHOOL TEACHER IS
TO GET TO KNOW

Socio- Economic Class	Easy to know		Difficult	Total
	1	2	3	
1 (high)	8	13	24	45
2	10	26	10	46
3	16	19	11	46
4	14	19	15	48
5 (low)	20	21	7	48
Total	68	98	67	233

$$\chi^2 = 21.25$$

$$df = 8$$

Significant at .05 level.

Easy to get to know. Table XVI compares the responses of the five socio-economic classes on the "easy to get to know - difficult to get to know" scale. The three intervals nearest the "difficult to get to know" concept, and the two intervals nearest the "easy to get to know" concept, were collapsed because there were not enough responses in those intervals to warrant a valid

application of the chi-square test.

If the combined totals of the two upper classes are compared with those of the two lower classes, it is found that students in the lower classes believed the teacher was easier to get to know than did students in the upper classes. Eighteen students in the two upper classes thought the teacher was easy to get to know while thirty-four students in the two lower classes thought this. At the same time, thirty-four students from the two upper classes thought the teacher was difficult to get to know while only twenty-two students in the two lower classes thought this.

TABLE XVII

A COMPARISON OF FIVE SOCIO-ECONOMIC CLASSES' VIEWS OF THE TYPICAL MALE HIGH SCHOOL TEACHER'S OPEN-MINDEDNESS

Socio-Economic Class	Open-minded		Biased		Total
	1	2	3	4	
1 (high)	5	14	12	13	44
2	7	9	19	10	45
3	10	16	6	14	46
4	17	14	6	11	48
5 (low)	9	15	13	13	50
Total	48	68	56	61	233

$$\chi^2 = 21.07$$

$$df = 12$$

Significant at .05 level.

Open-mindedness. The responses on the semantic

differential measure of the teacher's bias - open-mindedness are displayed in Table XVII. The three intervals nearest the adjective "biased" were collapsed in the original six-interval scale because there were not enough responses in those intervals to warrant a valid application of the chi-square test.

Although a definite trend is not clear, there are some grounds for suggesting that more students in the lower classes rated the teacher open-minded than did students in the higher classes. Only twelve students in the two higher classes thought he was very open-minded whereas twenty-six students in the two lower classes placed the teacher in this category.

Summary of Section

The five socio-economic classes in this study held similar stereotypes of the male high school teacher. Their views differed significantly on only five characteristics: the teacher's salary, sensitiveness, interest in his work, the ease with which people got to know him and his open-mindedness.

The lower classes tended to have a more favorable stereotype of the male high school teacher than did the higher classes when the classes differed significantly, except for their views of the teacher's salary. Students with higher class backgrounds tended to believe that the

teacher received a higher salary than did students with lower class backgrounds.

No definite trend prevailed in the difference between higher and lower classes' views of the teacher's sensitiveness.

Students in the lower socio-economic strata believed that the typical male high school teacher was more interested in his work, easier to get to know and more open-minded than did students in the higher socio-economic strata.

V. A COMPARISON OF THE STEREOTYPES OF THE MALE HIGH SCHOOL TEACHER HELD BY URBAN AND RURAL STUDENTS

Students in large urban centres may have a different stereotype of the male high school teacher than students from smaller centres. Several factors may account for this. The student in the city usually has less personal contact with his teachers, while the small-town student may be his neighbor, or may, for example, belong to the same Little Theatre group. Second, teachers in cities are better qualified and create a more professional impression than non-city teachers.⁶ Finally, urban students are more familiar with professionals; they have a different set of

⁶S.C.T. Clarke, M.F. Sillito and Nolan Haring, The Alberta Teaching Force, September, 1962 (Edmonton: Alberta Teachers' Association Research Monogram No. 7), p. 14.

criteria with which to judge the teacher. These three factors require a comparison of the responses of rural and urban students.

An arbitrary line must be drawn to differentiate between urban and rural students. Students outside of Edmonton and Calgary come in constant contact with the various aspects of farming -- in the local paper, over the local radio station or via their neighbors who work in grain elevators or farm machine shops. Therefore, all students attending schools in Edmonton or Calgary were deemed urban and all other students were deemed rural.

The purpose of this section was to analyze the significantly different responses of urban and rural students. The results of the chi-square test indicated that urban and rural students differed significantly on only four items in the questionnaire. The four items were: the teacher's age, the number of children he had, his sociableness and his softness.

TABLE XVIII

A COMPARISON OF URBAN AND RURAL STUDENTS' VIEWS OF THE
TYPICAL MALE HIGH SCHOOL TEACHER'S AGE

Student's Background	Age of Teacher			Total
	20-29	30-39	40-49	
Rural	41	68	12	121
Urban	19	79	26	124
Total	60	147	38	245

$\chi^2 = 14.01$ $df = 2$ Significant at .05 level

Age. No student believed that the typical male high school teacher was more than forty-nine years old. Table XVIII discloses that rural students thought the teacher was younger than did urban students.

Number of children. The question "How many children does he have?" required the students to respond in one of the following categories: No children, one or two children, three or four children, five or six children, more than six children. These original five categories were collapsed to two because too few students responded in three categories to warrant a valid application of the chi-square test. Table XIX reveals that rural students believed the typical male high school teacher had more children than did urban students.

TABLE XIX

A COMPARISON OF URBAN AND RURAL STUDENTS' VIEWS OF THE
NUMBER OF CHILDREN IN THE TYPICAL MALE HIGH SCHOOL
TEACHER'S FAMILY

Student's Background	Number of Children		Total
	Two or less	Three or more	
Rural	54	48	102
Urban	77	38	115
Total	131	86	217

$$\chi^2 = 4.95$$

$$df = 1$$

Significant at .05 level

Sociableness. The four categories in the original questionnaire dealing with the teacher's sociableness were collapsed to two because there were not enough responses in the four categories to warrant a valid application of the chi-square test. The two original categories: "When he goes downtown he stops and talks to several people," and "When he goes downtown he stops and talks to one person," were collapsed to form category 1 in Table XX. Similarly, the two original categories: "When he goes downtown he says 'Hello' to several people," and "When he goes downtown, he says 'Hello' to one person," were collapsed to form category 2 in the table.

TABLE XX

A COMPARISON OF URBAN AND RURAL STUDENTS' VIEWS OF THE SOCIABLENESS OF THE TYPICAL MALE HIGH SCHOOL TEACHER

Student's Background	1	2 ^a	Total
Rural	62	58	120
Urban	44	79	123
Total	106	137	243

$$\chi^2 = 6.69$$

$$df = 1$$

Significant at .05 level

- ^a
1. When he goes downtown, he stops and talks to one or more persons.
 2. When he goes downtown, he says 'Hello' to one or more persons.

Seventy-nine urban students, but only fifty-eight rural students thought the teacher said "Hello" to one or more people when he went downtown. Sixty-two rural students, but only forty-four urban students, thought he stopped and talked to one or more people when he went downtown. Rural students seemed to think that the typical male high school teacher met more friends when he went downtown.

TABLE XXI

A COMPARISON OF URBAN AND RURAL STUDENTS' VIEWS OF THE
HARDNESS OF THE TYPICAL MALE HIGH SCHOOL TEACHER

Student's Background	Hard 1	2	3	Soft 4	Total
Rural	15	48	42	9	114
Urban	28	61	23	6	118
Total	43	109	65	15	232

$$\chi^2 = 11.89$$

$$df = 3$$

Significant at .05 level

Hardness. Table XXI compares the responses for urban and rural students to the hard-soft scale in the semantic differential. The two intervals at each end of the original scale were collapsed because there were not enough responses in these intervals to warrant the application of the chi-square test.

The difference between urban and rural students'

views of the teacher's hardness is clearly shown in Table XXI. Fifty-one rural students placed the teacher in the two intervals nearest the adjective "soft" whereas only twenty-nine urban students placed him there. This indicates that rural students believed the typical male high school teacher was softer than did urban students.

Summary of Section

This section revealed that only four significant differences existed between urban and rural students' stereotypes of the male high school teacher. Urban students thought he was older and had fewer children; rural students thought he was softer and more sociable.

VI. SUMMARY OF CHAPTER

This chapter compared the stereotypes of the male high school teacher held by sub-groups in the student population. The sub-groups that were compared were:

- (1) boys and girls,
- (2) academic achievement groups,
- (3) teaching-aspirants and non-teaching-aspirants,
- (4) socio-economic classes,
- (5) urban and rural students.

The chi-square test revealed very few significant differences at the .05 level between these sub-groups. Boys and girls differed significantly in only one item;

girls credited him with more fairness than did boys.

The two academic achievement groups, below 65 per cent and 65 per cent or higher, differed significantly on only one characteristic of the teacher: his activeness. Low achievers tended to see the male high school teacher as more active than did high achievers.

Students who considered becoming teachers held a stereotype of the male high school teacher which was almost identical with the stereotype held by other students. They differed significantly on only one item; teacher-aspirants credited the teacher with higher moral standards than did non-teacher aspirants.

Students from the different socio-economic strata differed significantly on five of the male high school teacher's characteristics, more than any of the other sub-groups, but still only a small proportion of the forty-one characteristics on which the sub-groups were compared.

The chi-square test rendered significantly different the views of the socio-economic classes regarding the teacher's sensitiveness. A careful analysis of responses to this item, however, revealed no concise relationship between socio-economic class and views of the teacher's sensitiveness. Students with higher class backgrounds thought the teacher received a higher salary than did students with lower class backgrounds. The students from the lower socio-economic classes believed that the teacher

was more interested in his work, easier to get to know and more open-minded than did students from the higher socio-economic classes.

Urban and rural students differed significantly on four characteristics of the teacher's stereotype. Urban students thought he was older and had fewer children. Rural students thought he was softer and more sociable.

This chapter has revealed that the various subgroups in the population of grade XII students held very similar stereotypes of the male high school teacher.

CHAPTER VI

SUMMARY, DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

I. SUMMARY

This study investigated the stereotype of the male high school teacher held by grade XII students in Alberta. Questionnaires were sent to three hundred and fifty randomly selected students, two hundred and forty-five of whom responded. The responses were coded, transferred to punch cards and processed by computers. The results were analyzed to determine the students' stereotype of the male high school teacher. The median values of ordinal data and the modes of nominal data were considered representative characteristics of the students' stereotype of the teacher.

Chi-square tests were run to determine whether significant differences existed between the stereotypes of the male high school teacher held by comparable groups. The groups compared were: males and females; teaching-aspirants and non-teaching aspirants; urban and rural students; students in different socio-economic classes; and, students with different academic achievements.

The students' sex, teaching aspirations and academic achievements were obtained directly from responses on

the questionnaires. The urban-rural dichotomy was accomplished by placing return envelopes post-marked Edmonton or Calgary in the urban category and all others in the rural category.

The respondent's socio-economic class was determined by an instrument consisting of a Canadian Occupational Scale and a Home Index Questionnaire. The Occupational Scale was compiled from Canadian census data on the basis of average income and years of training; the Home Index Questionnaire consisted of a list of furnishings in the home. The results of each scale were normalized and combined with equal weighting to produce a socio-economic scale, this scale being divided into five parts of equal population representing five levels of socio-economic status.

Stereotype of the Male High School Teacher

Grade XII students in Alberta had a favorable stereotype of the male high school teacher compared to that of the "average man". They believed he was thirty-four years old, married with two children and drove a two-to-five-year-old Chevrolet.

His home, which he owned, contained a television set, radio, garage, record player, library, hi-fi set and a record collection of classical and folk music and music from Broadway shows. He subscribed to popular magazines such as Time, Reader's Digest and The Saturday Evening Post.

Students believed that the typical male high school

teacher was satisfied with his work and fairly well integrated in his community. He had friends in four work groups -- mostly doctors, businessmen, ministers and druggists -- besides other teachers. He was a member of a social organization.

He enjoyed reading, golfing, curling, hunting and fishing, and watching football games. He disliked collecting stamps, square dancing, teaching Sunday School or singing in a church choir.

High school students believed that the teacher earned about \$5,900 per year.

The personal traits of the male high school teacher's stereotype flattered him; he was ranked above the average man in every respect. The most outstanding characteristics imputed in the stereotype were honesty, reliability, carefulness, courteousness, fairness, thoughtfulness and sincerity. He was rated average in venturesomeness and sensitiveness and above average in hardness, quietness, modesty, pride, piety, cheerfulness, warmth, confidence, open-mindedness, tolerance, masculinity, activeness, generosity, boldness and consideration for others. The students also believed that the typical male high school teacher was an interesting conversationalist, that he was interested in his work and that he just acted himself. They thought he was practical, satisfied with life, and had depth of character and high moral principles.

Summary of Differences Between Sub-Groups

Males and Females. The two stereotypes of the male high school teacher held by male and female students were almost identical. A significant difference occurred only once, on the semantic differential scale dealing with the teacher's fairness. Females thought he was fairer than did males.

Academic Achievement Groups. According to the chi-square test, differences in academic achievement affected the students' stereotypes of the male high school teacher in only one characteristic: the teacher's activeness. Higher achievers tended to see the male high school teacher as less active than did lower achievers.

Teaching-aspirant Groups. The views of the two groups differed significantly on only one aspect of the typical teacher's characteristics -- his moral standards. Students who considered entering the teaching profession credited the typical male high school teacher with higher moral standards than did students who were not planning to become teachers.

Socio-economic Classes. Five significant differences were found between socio-economic class views of the teacher's stereotype. The five differences were: (1) the

teacher's salary, (2) his sensitiveness, (3) his interest in his work, (4) the ease with which people got to know him, and (5) his open-mindedness.

The lower classes tended to have a more favorable stereotype of the male high school teacher than did the higher classes when the classes differed significantly, except for their views of the teacher's salary. Students with higher class backgrounds tended to believe that the teacher received a higher salary than did students with lower class backgrounds.

No definite trend prevailed in the difference between higher and lower class views of the teacher's sensitiveness.

Students in the lower socio-economic strata believed that the typical male high school teacher was more interested in his work, easier to get to know and more open-minded than did students in the higher socio-economic strata.

Urban and Rural Students. Urban and rural students' stereotypes of the male high school teacher were similar in all cases but four: the teacher's age, the number of children he had, his sociableness and his softness. Urban students thought he was older and had fewer children; rural students thought he was softer and more sociable.

II. DISCUSSION OF THE RESULTS

The study has revealed a more favorable image of the teacher than studies reported in the literature. One reason for this could be that the status of the teacher is rising as a result of increased salaries, increased societal respect for education and more favorable portrayals of teachers in the mass media of communication. Another factor might be the higher standards of teacher-certification in Alberta.

The design of the study itself would have some effect on the teacher stereotype. This questionnaire asked students to describe their image of the male high school teacher in Alberta. This may have influenced the favorableness of the results because the male high school teacher is better qualified and more highly paid than any other public school teacher in Alberta. Other studies have asked for descriptions of "teachers" or "secondary school teachers," rather than emphasizing the "male high school teacher."

Another reason why this study revealed such a favorable teacher stereotype was that the sample was a select public, viz. grade XII students. These students may esteem high school teachers more than other publics; they are relatively successful products of the education system.

The results of this study may have been more favorable

than results of other studies because the grade XII students projected themselves or their backgrounds into the stereotype of the teacher. Projection was easily discerned in cases where upper class students thought the teacher had one or two children while lower class students thought he had two or three; where urban students thought he only met acquaintances when he went downtown and rural students thought he met friends; and where a higher proportion of students thought he preferred playing hockey to playing bridge. The stereotype of the teacher in this study may be flattering because these same students projected idealized traits into their images.

III. A COMPARISON WITH PREVIOUS STUDIES

A comparison of the results of this study with results of previous studies indicated that grade XII students in Alberta held a very favorable stereotype of the male high school teacher. The following section compares certain results of this study with specific weaknesses in the teacher's stereotype which previous studies revealed.

Low Wages. Previous studies by Erskine, O'Dowd and Beardslee (supra, p. 8, 12) have shown that many people believed the teacher's salary was low.

Alberta students thought that the teacher had a low

salary but they did not think he lacked material things. They believed he owned his home and garage and drove a late-model, medium-priced car. They thought his house was furnished with a radio, television set, record player, hi-fi set and a library. But in this study, the teacher's median salary was about \$5,900. Fifty-three per cent of the respondents believed he made less than \$6,000 per year; less than five per cent thought he made more than \$7,500 per year. These results compare unfavorably with the average salary of \$7,785.36 which male teachers with Academic, High School and Professional Certificates received in the 1964-65 academic year in Alberta.¹

Maladjustments: Erskine and Foff (supra, p. 8,9) found serious personality problems in teachers portrayed by novels and Broadway shows. The respondents in this study credited the typical male high school teacher with a well-balanced personality and broad, healthy interests as indicated by their responses to several items; the teacher said "Hello" and/or talked to several people when he went downtown; he had friends who were businessmen, doctors, ministers and druggists; he was a member of the Kinsmen Club; he liked golfing, hunting, fishing and reading; he disliked collecting stamps, square dancing and singing in

¹Sixtieth Annual Report of the Department of Education of the Province of Alberta, 1965 (Edmonton: Queen's Printer, 1966), p. 216.

the church choir; he subscribed to Time, Reader's Digest and The Saturday Evening Post; his personal qualities compared favorably with the average man.

The composite picture of the male high school teacher was one of balanced interests and a stable personality.

Integration into the Community. Foff found that teachers in American novels played a minor role in community activities (supra, p. 9). Grade XII students in Alberta disagreed. The teacher owned his home, had many friends and belonged to at least one social club. This indicated that he was a fairly well-integrated member of the community in which he taught.

Leadership in the Community. A major criticism of the college students surveyed by O'Dowd and Beardslee was that the teacher was not a leader in the community (supra, p. 13). The respondents in this study seem to have the same point of view; less than four per cent pictured him as a member of the town or city council.

Ambition. This item is related to the preceding one dealing with leadership. Students in this study indicated that they believed the teacher lacked ambition. Seventy-three per cent thought the teacher did not want to become a principal and 97 per cent said that he was satisfied with life. Eighty-five per cent thought the

teacher felt secure in his work. These responses showed that students thought the teacher was happy with teaching and did not want to change. This is a desirable quality but it suggests that students thought the teacher was not an ambitious man.

Masculinity. Foff, and O'Dowd and Beardslee found stereotypes which lacked masculinity (supra, p. 9, 12). Thus, it is surprising to find that grade XII students in Alberta thought the male high school teacher was significantly more masculine than the average man. His likes and dislikes were those of a vigorous male -- he even preferred playing baseball and hockey to playing bridge. In response to the effeminate-masculine continuum, 88 per cent of the students rated him more masculine than the average man. Their responses to other items related to masculinity produced similar results. On the timid-bold continuum, 79 per cent said he was bolder than the average man. On the soft-hard continuum, 66 per cent rated him harder than the average man.

The responses to these items revealed a very masculine stereotype of the teacher as held by grade XII students. This aspect of the teacher's stereotype probably does not hinder recruitment of teachers in Alberta.

Self-important. MacDonald Research Limited found that the stereotype of the teacher in Ontario contained the disagreeable characteristic of self-importance (supra, p. 12).

This study found that the male high school teacher in Alberta, as seen by grade XII students, was significantly more modest than the average man. Sixty-five point five per cent of the students ranked him more modest than the average man.

Students in Alberta thought the male high school teacher was a modest person but compared to the responses on the other items, modesty was one of his weaker characteristics.

Warmth. Both MacDonald Research Limited and O'Dowd and Beardslee found stereotypes of the teacher lacking in warmth and friendliness (supra, p. 12, 13). Respondents in the present study rated the male high school teacher as a warm, friendly person. He had friends in 4 work groups other than teachers. He was a member of a social club. He stopped and talked to friends when he went downtown. On the warm and friendly-reserved and distant continuum, 72 per cent of the respondents rated him stronger in warmth and friendliness than the average man. On the easy-to-get-to-know/difficult-to-get-to-know continuum 71 per cent thought he was easier to get to know than the average man. These responses indicated that grade XII students in Alberta felt that the male high school teacher was a warm, friendly person.

Summary

The stereotype of the male high school teacher as held by grade XII students had very few undesirable characteristics. Students saw him as a well-balanced, integrated member of the community. The only criticisms they had was that his salary was fairly low, he lacked ambition and he did not display leadership in the community.

IV. IMPLICATIONS AND RECOMMENDATIONS

This study was descriptive. It was a description of grade XII students' stereotypes of the male high school teacher. The problem behind the study was that the teacher's image might be a deterrent to the recruitment of talented personnel into the field of education. Previous studies have suggested that this is the case. This study has revealed that in Alberta, the male high school teacher's image does not seriously deter students from enrolling in the Faculty of Education. Therefore, if the teaching profession is concerned with attracting students of higher calibre, it should resort to methods other than improving the image of the teacher.

Any concern for the image of the male high school teacher should be focused on the three aspects which the respondents in this study thought were the weakest parts of his stereotype: his low salary, his low aspiration

level and his weak display of leadership in the community. Whether or not teachers really do lack these qualities is irrelevant in this thesis; the important point is that students think he lacks these qualities. The first weakness, a belief that the teacher receives a low salary, could be overcome by increasing teachers' salaries and/or by publicizing the average salaries for male high school teachers. Students may under-estimate other professions' salaries too, in which case their misconception of teachers' salaries was not significant.

The fact that students thought the teacher lacked ambition may be based on the belief that the only position open to the teacher is a principalship. If this is the basis of the belief, a solution to the problem might be to publicize information about the many supervisory, advisory and administrative positions in the field of education that are open to aspiring teachers.

The belief that the teacher displays very little leadership in his community might be more difficult to eliminate. It is possibly based on traditional views of the teacher, on personal experiences or on fictional portrayals of teachers. An investigation into the amount of leadership displayed by Alberta teachers in their communities might prove informative.

This study opens several avenues for further research. Some possible studies are listed below.

(1) The instrument used in this study to measure socio-economic status could be improved. A more thorough study of the teacher stereotype as held by the different socio-economic classes would be advantageous. Teachers are recruited from the lower-middle and upper-lower classes and so the occupation tends to retain this same status. Recruitment from the higher-middle classes might raise the status of teaching.

(2) The questionnaire in this research asked respondents to compare the typical male high school teacher with the "average man". The disadvantages of this comparison are two-fold: first, the "average man" is a vague concept and not only varies from individual to individual but also from group to group; second, the teaching profession is not attempting to recruit average men but superior men who are entering other professions. Therefore, a worthy research project would be a comparison of the stereotype of the teacher to the stereotype of a doctor or lawyer.

(3) Another beneficial study would be one that determines the actual socio-economic status of teachers in Alberta. Perhaps the status of the teacher in Alberta is higher than one suspects or perhaps it is lower than the general status of teachers across Canada.

(4) The statement has been made that the teaching profession must recruit higher quality students than it

presently does. This suggests that research should be done to discern exactly who is being recruited into teaching. An investigation into the backgrounds of students in the Faculty of Education might prove informative.

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A P P E N D I X

THE TEACHER'S IMAGE

THE FOLLOWING IS PART OF A STUDY TO DETERMINE THE IMAGE OF THE MALE HIGH SCHOOL TEACHER HELD BY GRADE XII STUDENTS AND TEACHERS IN ALBERTA.

THE STUDY IS BASED ON TWO POSTULATES: (1) THE OCCUPATIONAL CHOICES OF YOUNG PEOPLE ARE STRONGLY INFLUENCED BY THE PUBLIC IMAGE OF WORK GROUPS, AND (2) THE IMAGE OF THE TEACHER HAS CHANGED IN RECENT YEARS.

PLEASE READ CAREFULLY

YOU WILL FIND THIS QUESTIONNAIRE INTERESTING TO FILL OUT. WE WISH TO KNOW YOUR IMPRESSIONS OF THE TYPICAL MALE HIGH SCHOOL TEACHER IN ALBERTA. IT IS IMPORTANT THAT YOU DO NOT RELATE THIS "TYPICAL" TEACHER TO ONE THAT YOU KNOW. RATHER, YOU MUST IMAGINE A TEACHER WHO IS TYPICAL OF THE ALBERTA MALE HIGH SCHOOL TEACHER.

GO THROUGH THE ITEMS QUICKLY - ALWAYS REMEMBERING THE "TYPICAL" TEACHER YOU HAVE IN MIND - RECORDING YOUR FIRST REACTION TO EACH ITEM.

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INFORMATION ABOUT THE RESPONDENT

ALTHOUGH YOUR REPLIES WILL BE ANONYMOUS SOME INFORMATION ABOUT YOU IS REQUIRED. PUT A CHECK IN THE PROPER SPACES:

1. (CC 4)

YOU ARE:

MALE _____ (M)

FEMALE _____ (F)

2. (CC 5)

YOUR YEAR'S AVERAGE IN YOUR LAST FULL HIGH SCHOOL YEAR WAS:

LESS THAN 50% _____ (1)

50 - 64% _____ (2)

65% - 79% _____ (3)

80% OR MORE _____ (4)

3. (CC 6)

DO YOU PLAN TO BECOME A TEACHER?

YES _____ (1)

MAYBE _____ (2)

NO _____ (3)

4. (CC 7-8) --

FATHER OCCUPATION: _____

(BE CLEAR: FOR EXAMPLE: SALES CLERK AT EATON'S, GARAGE MECHANIC FOR JOHNSON'S GARAGE, FARMER)

MOTHER'S OCCUPATION: _____

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5. (CC 11-30)

DIRECTIONS:

IN THE FOLLOWING QUESTIONS, MARK YOUR ANSWER BY PUTTING A CIRCLE AROUND THE CORRECT ANSWER. FOR EXAMPLE, IN THE QUESTION, "DOES YOUR FAMILY HAVE A CAR?" DRAW A CIRCLE AROUND THE "YES" IF YOUR FAMILY DOES HAVE A CAR, AND AROUND THE "NO" IF IT DOES NOT. BE SURE TO ANSWER ALL THE QUESTIONS.

(1) ()

- | | | | |
|-----|--|-----|----|
| 1. | DOES YOUR FAMILY OWN A CAR? | YES | NO |
| 2. | DOES YOUR FAMILY HAVE A GARAGE OR CARPORT? | YES | NO |
| 3. | DID YOUR FATHER GO TO HIGH SCHOOL? | YES | NO |
| 4. | DID YOUR MOTHER GO TO HIGH SCHOOL? | YES | NO |
| 5. | DID YOUR FATHER GO TO UNIVERSITY? | YES | NO |
| 6. | DID YOUR MOTHER GO TO UNIVERSITY? | YES | NO |
| 7. | IS THERE A WRITING DESK IN YOUR HOME? | YES | NO |
| 8. | DOES YOUR FAMILY HAVE A HI-FI OR RECORD PLAYER? | YES | NO |
| 9. | DOES YOUR FAMILY HAVE A PIANO? | YES | NO |
| 10. | DOES YOUR FAMILY GET A DAILY NEWSPAPER? | YES | NO |
| 11. | DO YOU HAVE YOUR OWN ROOM AT HOME? | YES | NO |
| 12. | DOES YOUR FAMILY OWN ITS HOME (MORTGAGE OR OTHERWISE)? | YES | NO |
| 13. | IS THERE AN ENCYCLOPEDIA IN YOUR HOME? | YES | NO |
| 14. | DOES YOUR FAMILY HAVE MORE THAN 100 HARDCOVER BOOKS? . | YES | NO |
| 15. | (4 SHELVES ABOUT 3 FEET LONG) | | |
| 15. | DID YOUR FAMILY BORROW ANY BOOKS FROM THE LIBRARY IN
THE LAST YEAR | YES | NO |
| 16. | DOES YOUR FAMILY LEAVE TOWN EACH YEAR FOR A HOLIDAY? | YES | NO |
| 17. | DO YOU BELONG TO ANY CLUB WHERE YOU HAVE TO PAY FEES? | YES | NO |
| 18. | DOES YOUR MOTHER BELONG TO ANY CLUBS OR ORGANIZATIONS
SUCH AS STUDY, CHURCH, ART OR SOCIAL CLUBS? ... | YES | NO |
| 19. | DOES YOUR FATHER BELONG TO ANY SUCH CLUBS OR ORGANIZA-
TIONS? | YES | NO |
| 20. | HAVE YOU EVER HAD LESSONS IN MUSIC, DANCING, ART,
SWIMMING, ETC. OUTSIDE OF SCHOOL?..... | YES | NO |

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6. (CC 31)

PUT A CHECK BESIDE THE STATEMENT THAT DESCRIBES THE TYPICAL MALE HIGH SCHOOL TEACHER. YOU MAY CHECK MORE THAN ONE STATEMENT IN EACH SET UNLESS OTHERWISE DIRECTED.

IS HE MARRIED: YES _____ NO _____

IF MARRIED, HE HAS HOW MANY CHILDREN?

0 _____ (0)
 1 or 2 _____ (1)
 3 or 4 _____ (2)
 5 or 6 _____ (3)
 MORE THAN 6 _____ (4)

7. (CC 32)

HOW OLD IS HE?

20-29 _____ (0)
 30-39 _____ (1)
 40-49 _____ (2)
 50-59 _____ (3)

8. (CC 33)

DOES HE OWN HIS HOME?

YES _____ (1) NO _____ ()

9.	(CC 34) 0-1 YEARS OLD	(CC 35) 2-5 YEARS OLD	(CC 36) 6 OR MORE
HE DRIVES A: MERCURY	_____ (0)	_____ (0)	_____ (0)
BUICK	_____ (1)	_____ (1)	_____ (1)
FORD	_____ (2)	_____ (2)	_____ (2)
PONTIAC	_____ (3)	_____ (3)	_____ (3)
CHEVROLET	_____ (4)	_____ (4)	_____ (4)
VOLKSWAGON	_____ (5)	_____ (5)	_____ (5)
MG	_____ (6)	_____ (6)	_____ (6)

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10. (CC 37-48)

WHICH OF THE FOLLOWING WOULD YOU FIND AT HIS HOME?

RADIO	_____	(1CC 37)
RECORD PLAYER	_____	(1CC 38)
HI-FI SET	_____	(1CC 39)
T.V.	_____	(1CC 40)
PIANO	_____	(1CC 41)
RUMPUS ROOM	_____	(1CC 42)
LIBRARY	_____	(1CC 43)
A DEN	_____	(1CC 44)
GARAGE	_____	(1CC 45)
PATIO	_____	(1CC 46)
BARBECUE PIT	_____	(1CC 47)
SWIMMING POOL	_____	(1CC 48)

11. (CC 49-60)

HIS RECORD COLLECTION WOULD CONSIST OF:

HE WOULDN'T HAVE ONE	_____	(1CC 49)
JAZZ RECORDS	_____	(1CC 50)
FOLK MUSIC	_____	(1CC 51)
POPULAR HITS	_____	(1CC 52)
WALTZ MUSIC	_____	(1CC 53)
ROCK AND ROLL MUSIC	_____	(1CC 54)
SYMPHONY MUSIC	_____	(1CC 55)
MUSIC FROM BROADWAY SHOWS	_____	(1CC 56)
WESTERN MUSIC	_____	(1CC 57)
CLASSICAL MUSIC	_____	(1CC 58)

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12. (CC 4)

HE WANTS TO: (CHECK ONE ONLY)

STAY WHERE HE IS	_____	(0)
TEACH ELSEWHERE	_____	(1)
BECOME A PRINCIPAL	_____	(2)
QUIT TEACHING	_____	(3)

13. (CC 5)

HE FEELS: (CHECK ONE ONLY)

SECURE IN HIS WORK	_____	(0)
THAT HE MUST WORK HARD TO KEEP HIS JOB	_____	(1)
THAT HE MAY LOSE HIS JOB	_____	(2)

14. (CC 6-7)

HE IS A MEMBER OF:

THE TOWN (CITY) COUNCIL	_____	(- CC 6)
THE CHAMBER OF COMMERCE	_____	(1 CC 6)
THE KINSMAN CLUB (ELKS CLUB, ETC.)	_____	(- CC 7)
NO SOCIAL CLUBS	_____	(1 CC 7)

15. (CC 8)

WHEN HE GOES DOWN TOWN: (CHECK ONE ONLY)

HE STOPS AND TALKS TO SEVERAL PEOPLE	_____	(0)
HE STOPS AND TALKS TO ONE PERSON	_____	(1)
HE SAYS "HELLO" TO SEVERAL PEOPLE	_____	(2)
HE SAYS "HELLO" TO ONE PERSON	_____	(3)

16. (CC 9-18)

HIS FRIENDS OTHER THAN TEACHERS ARE:

DOCTORS	_____	(-CC 9)
BUSINESSMEN	_____	(-CC 10)
BANK TELLERS	_____	(-CC 11)
FARMERS	_____	(-CC 12)
ENGINEERS	_____	(-CC 13)
MINISTERS	_____	(-CC 14)
AUTO MECHANICS	_____	(-CC 15)
DRUGGISTS	_____	(-CC 16)
LAWYERS	_____	(-CC 17)
POLICEMEN	_____	(-CC 18)

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17. (CC 9-18)

HE SUBSCRIBES TO:

THE ATLANTIC MONTHLY	_____	(1 CC 9)
SAGA	_____	(1 CC 10)
THE CANADIAN SPORTS MONTHLY	_____	(1 CC 11)
TIME MAGAZINE	_____	(1 CC 12)
TRUE	_____	(1 CC 13)
READERS' DIGEST	_____	(1 CC 14)
MECHANIX ILLUSTRATED	_____	(1 CC 15)
THE FINANCIAL POST	_____	(1 CC 16)
THE SATURDAY EVENING POST	_____	(1 CC 17)
ESQUIRE	_____	(1 CC 18)

18. (CC 19-36)

PUT A CHECK BESIDE THE THREE OF THE FOLLOWING ACTIVITIES WHICH HE
LIKES DOING THE MOST AND AN X BESIDE THE THREE HE DISLIKE DOING
THE MOST:

	<u>LIKES</u> (-)	<u>DISLIKES</u> (1)
GOLFING	(CC 19)	.....
CURLING	(CC 20)	.....
GARDENING	(CC 21)	.....
PLAYING BRIDGE	(CC 22)	.....
HUNTING AND FISHING	(CC 23)	.....
SQUARE DANCING	(CC 24)	.....
SINGING IN A CHURCH CHOIR	(CC 25)	.....
TEACHING SUNDAY SCHOOL	(CC 26)	.....
PLAYING HOCKEY	(CC 27)	.....
PLAYING BASEBALL	(CC 28)	.....
CLIMBING MOUNTAINS	(CC 29)	.....
READING	(CC 30)	.....
WOODWORKING	(CC 31)	.....
WATCHING BASEBALL	(CC 32)	.....
WATCHING FOOTBALL	(CC 33)	.....
COLLECTING STAMPS	(CC 34)	
BEING A SCOUT LEADER	(CC 35)	
VISITING NEIGHBOURS	(CC 36)	

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19. (CC 37)

HIS YEARLY SALARY IS:

LESS THAN \$3,000	_____	(0)
3,000 to 4,500	_____	(1)
4,500 to 6,000	_____	(2)
6,000 to 7,500	_____	(3)
7,500 to 9,000	_____	(4)
9,000 to 10,500	_____	(5)
10,500 to 12,000	_____	(6)
MORE THAN 12,000	_____	(7)

20.

IN THE REMAINDER OF THE PROFILE, EACH ITEM CONSISTS OF TWO OPPOSING CHARACTERISTICS. YOU MUST IMAGINE AN "AVERAGE MAN" AS BEING HALF WAY BETWEEN THE TWO EXTREMES. IF IT WILL HELP, YOU MIGHT IMAGINE SOME BUSINESS-MAN IN A DISTANT TOWN IN ALBERTA AS BEING AN "AVERAGE MAN", BUT AGAIN, DO NOT RELATE THE AVERAGE MAN TO ANYONE YOU KNOW.

EXAMPLE: AVERAGE MAN

	1	2	3	4	5	6	
TALKATIVE	☐	☐	☐	☐	☐	☐	QUIET

IF YOU THINK THAT THE "TYPICAL MALE HIGH SCHOOL TEACHER" IS JUST A BIT MORE TALKATIVE THAN THE AVERAGE MAN, PUT A CHECK INSIDE THE #3 CELL; IF HE IS QUITE SILENT COMPARED WITH THE AVERAGE MAN, CHECK THE #5 CELL: AND IF HE IS EXTREMELY SILENT COMPARED TO THE AVERAGE MAN, CHECK THE #6 CELL. GO THROUGH THE ITEMS QUICKLY, RECORDING YOUR FIRST REACTION TO EACH ITEM. REMEMBER TO PUT ONLY ONE CHECK FOR EACH ITEM AND TO PUT IT INSIDE A CELL.

	1	2	3	4	5	6	
SOLEMN	☐	☐	☐	☐	☐	☐	CHEERFUL
WARM AND FRIENDLY	☐	☐	☐	☐	☐	☐	RESERVED AND DISTANT
PROUD	☐	☐	☐	☐	☐	☐	HUMBLE
INTERESTING CONVERSATIONALIST	☐	☐	☐	☐	☐	☐	NOT A VERY INTERESTING CONVERSATIONALIST
NOT SENSITIVE	☐	☐	☐	☐	☐	☐	SENSITIVE
LACKING IN CONFIDENCE	☐	☐	☐	☐	☐	☐	HAVING MUCH CONFIDENCE

IMMORAL

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AVERAGE
MAN

	1	2	3	4	5	6	
(CC 60) GENEROUS							SELFISH
(CC 61) INCONSIDERATE							CONSIDERATE
(CC 62) TIMID							BOLD
(CC 63) COURTEOUS							DISCOURTEOUS
(CC 64) UNFAIR							FAIR
(CC 65) HONEST							DISHONEST
(CC 66) INSINCERE							SINCERE
(CC 67) RELIABLE							UNRELIABLE
(CC 68) NEGLIGENT							CAREFUL
(CC 69) THOUGHTFUL							THOUGHTLESS

THANK YOU FOR TAKING PART IN THIS SURVEY

PLEASE PUT THIS QUESTIONNAIRE IN THE ENCLOSED ENVELOPE AND SEND IT
TO THE DEPARTMENT OF EDUCATIONAL ADMINISTRATION.

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